

AMENDED IN SENATE JUNE 21, 2004

AMENDED IN ASSEMBLY APRIL 28, 2003

CALIFORNIA LEGISLATURE—2003–04 REGULAR SESSION

ASSEMBLY BILL

No. 1650

Introduced by Assembly Member Simitian

February 21, 2003

An act to amend Sections 406, 44279.2, 44305, 44308, 44383, 44386, 44393, 44395, 44396, 44401, 44402, 44403, 44404, 44503, 44507, 44579.1, 44731, 52272, ~~99200~~, 99220, 99221, 99222, 99223, 99224, 99225, 99226, 99232, 99234, 99236, and 99237 of, to add Chapter 3.8 (commencing with Section 44790) to Part 25 of, and to repeal Sections 44279.7, 44384, 44505, 44506, 44579.2, 44579.4, 44579.5, 44730, ~~99203~~, 99227, 99234.5, and 99235 of, the Education Code, relating to teacher development.

LEGISLATIVE COUNSEL'S DIGEST

AB 1650, as amended, Simitian. Teacher Support and Development Act of ~~2003~~ 2005.

Existing law establishes various grant programs aimed at promoting the development of teachers in specific areas.

This bill would consolidate the funding for many of those programs and would establish the Teacher Support and Development Act of ~~2003~~ 2005 to provide flexible professional development block grants to school districts. The bill would require the Superintendent of Public Instruction to annually award the block grants from funding provided in the annual Budget Act. The bill would provide for the block grant amounts to be calculated according to a specified formula and would

require a school district to demonstrate that its staff development programs meet specified criteria prior to receiving a block grant.

This bill would require the State Department of Education to conduct an evaluation to assess the impact of the act on teacher quality and pupil improvement and would require an interim report to be submitted to the Governor and the Legislature no later than January 1, ~~2006~~ 2007, and a final report to be submitted no later than January 1, ~~2008~~ 2009.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Section 406 of the Education Code is amended
2 to read:

3 406. (a) The Regents of the University of California are
4 requested to authorize the President of the University of California
5 or his or her designee to jointly develop English Language
6 Development Professional Institutes with the Chancellor of the
7 California State University, the Chancellor of the California
8 Community Colleges, the independent colleges and universities,
9 and the Superintendent of Public Instruction, or their designees. In
10 order to provide maximum access, the institutes shall be offered
11 at sites widely distributed throughout the state, which shall include
12 programs offered through instructor-led, interactive online
13 courses, in accordance with existing state law. In order to
14 maximize access to teachers and administrators who may be
15 precluded from participating in an onsite institute due to
16 geographical, physical, or time constraints, each institute shall
17 accommodate at least 5 percent of the participants through existing
18 state approved online instructor-led courses, programs, or both.
19 The California subject matter projects, an intersegmental,
20 discipline-based professional development network administered
21 by the University of California, is requested to be the organizing
22 entity for the institutes and followup programs.

23 (b) (1) Commencing in the 1999–2000 academic year, the
24 institutes shall provide instruction for school teams from each
25 school participating in the program established pursuant to this
26 chapter. Commencing in the 2000–01 academic year, the institutes
27 may provide instruction for school teams serving English
28 language learners in kindergarten and grades 1 to 12, inclusive. A



1 school team shall include teachers who do not hold crosscultural
2 or bilingual-crosscultural certificates or their equivalents, teachers
3 who hold those certificates or their equivalents, and a schoolsite
4 administrator. The majority of the team shall be teachers who do
5 not hold those crosscultural certificates or their equivalents. If the
6 participating school team employs instructional assistants who
7 provide instructional services to English language learners, the
8 team may include these instructional assistants.

9 (2) Commencing in July 2000, the English Language
10 Development Institutes shall provide instruction to an additional
11 10,000 participants. These participants shall be in addition to the
12 5,000 participants authorized as of January 1, 2000.

13 (c) Each team member who satisfactorily completes an
14 institute authorized by this section shall receive a stipend,
15 commensurate with the duration of the institute, of not less than
16 one thousand dollars (\$1,000) nor more than two thousand dollars
17 (\$2,000).

18 (d) Instruction provided by the institutes shall be consistent
19 with state-adopted academic content standards and with the
20 English language development standards adopted pursuant to
21 Section 60811.

22 (e) (1) Instruction at the institutes shall consist of an intensive,
23 sustained training period of no less than 40 hours nor more than 80
24 hours during the summer or during an intersession break or an
25 equivalent instructor-led, online course and shall be supplemented
26 during the following school year with no fewer than 80 hours nor
27 more than 120 hours of instruction and schoolsite meetings, held
28 on at least a monthly basis, to focus on the academic progress of
29 English language learners at that school.

30 (2) Instruction at the institutes shall be of sufficient scope,
31 depth, and duration to fully equip instructional personnel to offer
32 a comprehensive and rigorous instructional program for English
33 language learners and to assess pupil progress so these pupils can
34 meet the academic content and performance standards adopted by
35 the State Board of Education. The instruction shall be designed to
36 increase the capacity of teachers and other school personnel to
37 provide and assess standards-based instruction for English
38 language learners.

39 (3) The instruction shall be multidisciplinary and focus on
40 instruction in disciplines for which the State Board of Education

1 has adopted academic content standards. The instruction shall also
2 be research-based and provide effective models of professional
3 development in order to ensure that instructional personnel
4 increase their skills, at a minimum, in all of the following:

5 (A) Literacy instruction and assessment for diverse pupil
6 populations, including instruction in the teaching of reading that
7 is research-based and consistent with the balanced, comprehensive
8 strategies required under Section 44757.

9 (B) English language development and second language
10 acquisition strategies.

11 (C) Specially designed instruction and assessment in English.

12 (D) Application of appropriate assessment instruments to
13 assess language proficiency and utilization of benchmarks for
14 reclassification of pupils from English language learners to fully
15 English proficient.

16 (E) Examination of pupil work as a basis for the alignment of
17 standards, instruction, and assessment.

18 (F) Use of appropriate instructional materials to assist English
19 language learners to attain academic content standards.

20 (G) Instructional technology and its integration into the school
21 curriculum for English language learners.

22 (H) Parent involvement and effective practices for building
23 partnerships with parents.

24 (f) It is the intent of the Legislature that a local educational
25 agency or postsecondary institution that offers an accredited
26 program of professional preparation consider providing partial
27 and proportional credit toward satisfaction of the course
28 requirements to an enrolled candidate who satisfactorily
29 completes a California English Language Development Institute
30 program if the program has been certified by the Commission on
31 Teacher Credentialing as meeting preparation standards.

32 (g) This section does not prohibit a team member from
33 attending an institute authorized by this section in more than one
34 academic year.

35 (h) This section does not apply to the University of California
36 unless and until the Regents of the University of California act, by
37 resolution, to make it applicable.

38 ~~SEC. 2. Section 44279.2 of the Education Code is amended~~
39 ~~to read:~~

1 ~~44279.2.—(a) The superintendent and the commission shall~~
2 ~~jointly administer the Beginning Teacher Support and Assessment~~
3 ~~System pursuant to this chapter. In administering this section, the~~
4 ~~superintendent and the commission shall provide for or contract~~
5 ~~for all of the following:~~

6 ~~(1) Establishment of requirements for reviewing and~~
7 ~~approving teacher induction programs.~~

8 ~~(2) Development and administration of a system for ensuring~~
9 ~~teacher induction program quality and effectiveness. For the~~
10 ~~purposes of this section, “program effectiveness” means~~
11 ~~producing excellent program outcomes in relation to the purposes~~
12 ~~defined in subdivision (b) of Section 44279.1. For the purposes of~~
13 ~~this section, “program quality” means excellence with respect to~~
14 ~~program factors, including, but not limited to, all of the following:~~

15 ~~(A) Program goals.~~

16 ~~(B) Design resources.~~

17 ~~(C) Management, evaluation, and improvement of the~~
18 ~~program.~~

19 ~~(D) School context and working conditions.~~

20 ~~(E) Support and assessment services to each beginning teacher.~~

21 ~~(3) Developing purposes and functions for reviewing and~~
22 ~~approving supplemental grants and standards for program clusters~~
23 ~~and program consultants, as defined pursuant to Section 44297.7.~~

24 ~~(4) Improving and refining the formative assessment system.~~

25 ~~(5) Improving and refining professional development~~
26 ~~materials and strategies for all personnel involved in~~
27 ~~implementing induction programs.~~

28 ~~(6) Conducting and tracking research related to beginning~~
29 ~~teacher induction.~~

30 ~~(7) Periodically evaluating the validity of the California~~
31 ~~Standards for the Teaching Profession adopted by the commission~~
32 ~~in January 1997 and the Standards of Quality and Effectiveness for~~
33 ~~Beginning Teacher Support and Assessment Program adopted by~~
34 ~~the commission in 1997 and making changes to those documents,~~
35 ~~as necessary.~~

36 ~~(b) As part of the Beginning Teacher Support and Assessment~~
37 ~~System, the commission and the superintendent shall establish~~
38 ~~requirements for local teacher induction programs.~~

39 ~~(c) A school district or consortium of school districts that~~
40 ~~establishes a local teacher induction program pursuant to this~~

~~section shall, at a minimum, meet all of the following requirements:~~

~~(1) Develop, implement, and evaluate teacher induction programs that meet the Quality and Effectiveness for Beginning Teacher Induction Program Standards adopted by the commission in 1997.~~

~~(2) Support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession, adopted by the commission in January 1997.~~

~~(3) Meet criteria for the cost-effective delivery of program services pursuant to subdivision (b) of Section 44279.1.~~

~~(4) From amounts received from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)), or from other local, state, or resources available for the purposes of teacher induction programs, contribute not less than two thousand dollars (\$2,000) for the costs of each beginning teacher served in the induction program.~~

SEC. 2. Section 44279.2 of the Education Code is amended to read:

44279.2. (a) The ~~superintendent~~ *Superintendent* and the commission shall jointly administer the Beginning Teacher Support and Assessment System pursuant to this chapter. In administering this section, the ~~superintendent~~ *Superintendent* and the commission shall provide or contract for the provision of all of the following:

(1) Establishment of requirements for reviewing and approving teacher induction programs.

(2) Development and administration of a system for ensuring teacher induction program quality and effectiveness. For the purposes of this section, “program effectiveness” means producing excellent program outcomes in relation to the purposes defined in subdivision (b) of Section 44279.1. For the purposes of this section, “program quality” means excellence with respect to program factors, including, but not limited to, all of the following:

(A) Program goals.

(B) Design resources.

(C) Management, evaluation, and improvement of the program.

(D) School context and working conditions.

(E) Support and assessment services to each beginning teacher.

(3) Developing purposes and functions for reviewing and approving supplemental grants and standards for program clusters and program consultants, as defined pursuant to Section 44279.7.

(4) Improving and refining the formative assessment system.

(5) Improving and refining professional development materials and strategies for all personnel involved in implementing induction programs.

(6) Conducting and tracking research related to beginning teacher induction.

(7) Periodically evaluating the validity of the California Standards for the Teaching Profession adopted by the commission in January 1997 and the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Program adopted by the commission in 1997 and making changes to those documents, as necessary.

(b) As part of the Beginning Teacher Support and Assessment System, the commission and the ~~superintendent~~ *Superintendent* shall establish requirements for local teacher induction programs.

(c) A school district or consortium of school districts ~~may apply to the superintendent for funding to establish that establishes~~ a local teacher induction program pursuant to this section. ~~From amounts appropriated for the purposes of this section, the superintendent shall allocate three thousand dollars (\$3,000) for each beginning teacher participating in the program. That amount shall be adjusted each fiscal year by the inflation factor set forth in Section 42238.1. To be eligible to receive funding, a school district or consortium of school districts shall, at a minimum, meet all of the following requirements:~~

(1) Develop, implement, and evaluate teacher induction programs that meet the Quality and Effectiveness for Beginning Teacher Induction Program Standards adopted by the commission in 1997.

(2) Support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession adopted by the commission in January 1997.

(3) Meet criteria for the cost-effective delivery of program services.

(4) From amounts received from *the professional development block grant made available pursuant to the Teacher Support and*

1 *Development Act of 2005 (Chapter 3.8 (commencing with Section*
2 *44790))*, or from other local, state, or resources available for the
3 purposes of teacher induction programs, contribute not less than
4 two thousand dollars (\$2,000) for the costs of each beginning
5 teacher served in the induction program.

6 (d) Teachers who have received their preliminary credential in
7 a district intern program pursuant to Article 7.5 (commencing with
8 Section 44325) or an intern program pursuant to Article 3
9 (commencing with Section 44450) of Chapter 3 and who are
10 participating in an induction program pursuant to this section are
11 not eligible for funding pursuant to Article 11 (commencing with
12 Section 44380) of Chapter 2.

13 SEC. 3. Section 44279.7 of the Education Code is repealed.

14 SEC. 4. Section 44305 of the Education Code is amended to
15 read:

16 44305. (a) The commission may issue a preintern teaching
17 certificate instead of an emergency multiple subject permit to an
18 individual employed by a school district approved by the
19 commission who operates a preintern teaching program pursuant
20 to this article if the individual meets the minimum requirements set
21 by the commission.

22 (b) The preintern teaching certificate issued by the commission
23 shall be valid for one year, but may be renewed for one additional
24 year if the holder takes the appropriate subject matter examination
25 required under Section 44282 or is enrolled in a subject matter
26 program approved by the commission on the basis of standards of
27 program quality and effectiveness pursuant to Article 6
28 (commencing with Section 44310). A preintern teacher who
29 passes the subject matter examination or completes a subject
30 matter program in the first or second year of his or her preintern
31 teaching shall enroll in a district or university teaching internship
32 or other approved university teaching credential program. A
33 preintern teaching certificate may be renewed for a third year if the
34 employing school district, the cooperating college or university,
35 and the preintern support the application for renewal.

36 (c) The minimum requirements for the preintern teaching
37 certificate established by the commission shall include all of the
38 following:

39 (1) A baccalaureate or higher degree conferred by a regionally
40 accredited institution of higher education.

1 (2) Passage of the basic skills proficiency test as provided for
2 in Section 44252.

3 (3) The number of units, as set by the commission, for the
4 multiple subject or single subject preintern teaching certificate.

5 (4) The number of units in education or the number of years of
6 experience in special education, as set by the commission, for the
7 education specialist instruction preintern teaching certificate.

8 (d) The commission shall establish criteria for the approval of
9 preintern teaching programs. The criteria shall include, but is not
10 limited to, all of the following:

11 (1) Demonstrated need, as indicated by the percentage of
12 teachers in the district that have not completed basic credential
13 requirements pursuant to state law.

14 (2) The quality of the preparation, support, and assistance to be
15 provided to teaching preinterns.

16 (3) Cost-effectiveness, including the number of preinterns to
17 be served.

18 (4) Collaboration between district administrators and
19 experienced teachers with permanent status in the development of
20 the plan.

21 (5) District and college or university collaboration to ensure
22 availability of courses needed by preintern teachers.

23 (6) Preintern preparation content, including lesson planning,
24 classroom management and organization, and a schedule for
25 delivering the preparation, with a focus on beginning the
26 preparation before or during the first semester of the preinternship.

27 (7) The role of personnel, including experienced teachers with
28 permanent status, in the delivery of preintern preparation and
29 support.

30 (8) That no later than the second year of employment the
31 program for each preintern shall reflect the California Standards
32 for the Teaching Profession jointly developed by the commission
33 and the State Department of Education.

34 (9) Approval of the district plan by the governing board of the
35 school district.

36 (e) In establishing criteria for review of preintern teaching
37 programs pursuant to subdivision (d), the commission shall make
38 every effort to recognize effective district programs for the support
39 and development of emergency permit teachers in operation

1 before July 1, 1998, as meeting the preintern teaching program
2 criteria.

3 (f) A school district may operate a preintern teaching program
4 using funds from the professional development block grant made
5 available pursuant to the Teacher Support and Development Act
6 of 2003 2005 (Chapter 3.8 (commencing with Section 44790)). No
7 school district may expend for the preintern teaching program
8 more than two thousand dollars (\$2,000) per preintern employed
9 by the school district.

10 SEC. 5. Section 44308 of the Education Code is amended to
11 read:

12 44308. (a) Funding for the purposes of administering the
13 program established pursuant to this article is contingent upon an
14 appropriation in the annual Budget Act for the purposes of the
15 professional development block grant established pursuant to the
16 Teacher Support and Development Act of 2003 2005 (Chapter 3.8
17 (commencing with Section 44790)).

18 (b) It is the intent of the Legislature that federal funding
19 provided to the State Department of Education and the
20 Commission on Teacher Credentialing in Item 6110-001-0890 and
21 Item 6360-001-0407 be adjusted to provide direct funding for the
22 Commission on Teacher Credentialing for the purposes of the
23 Pre-Internship Teaching Program and the California
24 Paraprofessional Teacher Training Program. The Department of
25 Finance shall make those adjustments using authority of Section
26 1.50 of the Budget Act of 1997.

27 SEC. 6. Section 44383 of the Education Code is amended to
28 read:

29 44383. School districts or county offices of education
30 operating, or that propose to operate, an alternative certification
31 program pursuant to this article, may use funding from the
32 professional development block grant made available pursuant to
33 the Teacher Support and Development Act of 2003 2005 (Chapter
34 3.8 (commencing with Section 44790)).

35 SEC. 7. Section 44384 of the Education Code is repealed.

36 ~~SEC. 8. Section 44386 of the Education Code is amended to~~
37 ~~read:~~

38 ~~44386. Each school district or county office of education that~~
39 ~~uses funds from the professional development block grant made~~
40 ~~available pursuant to the Teacher Support and Development Act~~

1 of 2003 (Chapter 3.8 (commencing with Section 44790)) for
2 purposes of this article shall provide matching funds from any
3 other available funding source in an amount equal to 50 percent of
4 the cost of the alternative certification program. The amount of
5 funding provided by a school district or county office of education
6 may not exceed two thousand five hundred dollars (\$2,500) per
7 intern per year, except that the school district or county office of
8 education may require a lesser local contribution, or provide a
9 larger grant per intern per year, in hardship cases.

10 SEC. 9. Section 44393 of the Education Code is amended to
11 read:

12 44393. (a) The California School Paraprofessional Teacher
13 Training Program is hereby established for the purpose of
14 recruiting paraprofessionals to participate in a program designed
15 to encourage them to enroll in teacher training programs and to
16 provide instructional service as teachers in the public schools.

17 (b) A school district or county office of education that uses
18 funds from the professional development block grant made
19 available pursuant to the Teacher Support and Development Act
20 of 2003 (Chapter 3.8 (commencing with Section 44790)) for this
21 program shall do all of the following:

22 (1) Demonstrate a capacity and willingness to accommodate
23 the participation of school paraprofessionals of the school in
24 teacher training programs conducted at institutions of higher
25 education.

26 (2) Enter into a written articulation agreement with any
27 participating campuses of the institutions of higher education.

28 (3) Encourage paraprofessionals to become
29 bilingual-crosscultural teachers, multiple subject credentialed
30 teachers, or special education teachers.

31 (4) Include a developmentally sequenced series of job
32 descriptions that lead from an entry-level school paraprofessional
33 position to an entry-level teaching position in that school district
34 or county office of education.

35 (5) Meet its own specific teacher needs.

36 (6) Operate a district internship program pursuant to Sections
37 44325, 44326, 44327, 44328, and 44830.3 or a university
38 internship program pursuant to Article 3 (commencing with
39 Section 44450) of Chapter 3 or demonstrate why an internship
40 program may not be operated.

~~(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.~~

~~(d) (1) The school district or county office of education shall recruit and organize groups, or “cohorts,” of school paraprofessionals, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.~~

~~(2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:~~

~~(A) Graduate from an institution of higher education under the program with a bachelor’s degree.~~

~~(B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.~~

~~(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.~~

~~(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance.~~

~~(e) Each selected school district or county office of education shall report to the Superintendent of Public Instruction regarding the progress of each cohort of school paraprofessionals.~~

~~(f) No later than January 1, 2005, and annually thereafter, the Superintendent of Public Instruction shall report to the Legislature regarding the status of the program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the~~

~~program meets the demand for bilingual and special education teachers, and other effects upon the operation of the public schools.~~

~~(g) Commencing with the 2003-04 fiscal year, and each fiscal year thereafter, the school district or county office of education may use funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)) to operate the program. In no case shall any school district use more than the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program.~~

~~SEC. 10. Section 44395 of the Education Code is amended to read:~~

~~44395. (a) The National Board for Professional Teaching Standards Certification Incentive Program is hereby established for the purpose of providing school districts with the opportunity to award teachers who are employed by school districts or charter schools, who are assigned to teach in California public schools, and who have attained certification from the National Board for Professional Teaching Standards. The following awards may be granted from funds received from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)):~~

~~(1) A teacher attaining national board certification may receive a one-time merit award of ten thousand dollars (\$10,000), except as specified in paragraph (2).~~

~~(2) In addition to the award specified in subdivision (1), commencing July 1, 2000, any teacher who has attained certification from the National Board for Professional Teaching Standards may receive an award of up to twenty thousand dollars (\$20,000) if he or she agrees to teach at a low-performing school for at least four years. Teaching service before July 1, 2000, may not be counted towards satisfaction of this four-year commitment. The awards shall be disbursed in annual payments of five thousand dollars (\$5,000) over a four-year period. The annual payment shall be made upon completion of the school year, and upon approval of a district-certified application pursuant to the guidelines of subdivision (c) of Section 44396.~~

~~(b) Each school district is strongly encouraged to ensure that teachers employed by the district or by charter schools affiliated with the district are informed about the program and can acquire the necessary application and information materials.~~

~~(c) School districts are encouraged to provide for adequate release time and support for a teacher to complete the certification process. As a condition to providing that release time and support, a school district may require that a teacher serve in a mentor teacher capacity.~~

~~(d) A school district may provide fee assistance from funds received from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)) to defray the fees of teachers seeking certification from the National Board for Professional Teaching Standards. A school district may provide fee assistance of up to one thousand dollars (\$1,000) for each teacher.~~

~~(e) For purposes of this article, the following definitions apply:~~

~~(1) "School district" means school district, county board of education, county superintendent of schools, a state operated program, such as a special school, or an education program providing instruction in kindergarten or any of grades 1 to 12, inclusive, that is offered by a state agency, including the California Youth Authority and the State Department of Developmental Services.~~

~~(2) "Low performing school" means a school in the bottom half of all schools based on the Academic Performance Index rankings established pursuant to subdivision (a) of Section 52056. This designation shall be determined as of the date of the agreement by the teacher in paragraph (2) of subdivision (a) of this section.~~

~~SEC. 11. Section 44396 of the Education Code is amended to read:~~

~~44396. (a) A teacher who attained certification from the National Board for Professional Teaching Standards before January 1, 1999, and who was employed by a school district or charter school and assigned to teach in a California public school on the date of certification may receive an award authorized pursuant to this article if he or she meets all the other requirements for that award specified by this article. For awards pursuant to this~~

~~subdivision, teaching service before July 1, 2000, may not be counted toward satisfaction of the teacher's four year agreement to teach in a low-performing school.~~

~~(b) If a school district provides a teacher with an award authorized by this article, it shall certify that the teacher is employed by the district or a charter school operating under a charter granted by the school district.~~

SEC. 8. Section 44386 of the Education Code is amended to read:

~~44386. (a) From funds appropriated for the purposes of this article, the Commission on Teacher Credentialing shall award incentive grants to qualifying school districts or county offices of education. Each school district or county office of education that receives a grant uses funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2005 (Chapter 3.8 (commencing with Section 44790)) for purposes of this article shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. Grants shall be awarded by the commission for the remaining 50 percent of the cost of the alternative certification program, but in no event shall the grant amount awarded to any~~ *The amount of funding provided by a school district or county office of education may not exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the commission school district or county office of education may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.*

~~(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.~~

~~(c) As determined by the Commission on Teacher Credentialing, funds appropriated in the annual Budget Act for the alternative certification program may also be made available for expenditure on the Pre-Internship Teaching Program authorized pursuant to Article 5.6 (commencing with Section 44305).~~

1 SEC. 9. Section 44393 of the Education Code is amended to
2 read:

3 44393. (a) The California School Paraprofessional Teacher
4 Training Program is hereby established for the purpose of
5 recruiting paraprofessionals to participate in a program designed
6 to encourage them to enroll in teacher training programs and to
7 provide instructional service as teachers in the public schools.

8 ~~(b) The Commission on Teacher Credentialing, in consultation~~
9 ~~with the Chancellor of the California Community Colleges, the~~
10 ~~Chancellor of the California State University, the President of the~~
11 ~~University of California, the chancellors of private institutions of~~
12 ~~higher education that offer accredited teacher training programs,~~
13 ~~and representatives of certificated and classified employee~~
14 ~~organizations, shall select 24 or more school districts or county~~
15 ~~offices of education representing rural, urban, and suburban areas~~
16 ~~that apply to participate in the program. The commission shall~~
17 ~~ensure that, at a minimum, a total of 600 school paraprofessionals~~
18 ~~are recruited from among the 24 or more participating school~~
19 ~~districts or county offices of education. The criteria adopted by the~~
20 ~~commission for the selection of school districts or county offices~~
21 ~~of education to participate in the program shall include all of the~~
22 ~~following:~~

23 ~~(1) The extent to which the applicant~~ A school district or county
24 office of education ~~demonstrates the~~ *that uses funds from the*
25 *professional development block grant made available pursuant to*
26 *the Teacher Support and Development Act of 2005 (Chapter 3.8*
27 *(commencing with Section 44790)) for this program shall do all of*
28 *the following:*

29 (1) *Demonstrate a capacity and willingness to accommodate*
30 *the participation of school paraprofessionals of the school in*
31 *teacher training programs conducted at institutions of higher*
32 *education.*

33 ~~(2) The extent to which the applicant's plan for the~~
34 ~~implementation of its recruitment program involves the active~~
35 ~~participation of one or more local campuses of the participating~~
36 ~~institutions of higher education in the development of coursework~~
37 ~~and teaching programs for participating school paraprofessionals.~~
38 ~~Each selected school district or county office of education shall be~~
39 ~~required to enter~~ *Enter* into a written articulation agreement with
40 *the participating campuses of the institutions of higher education.*

1 ~~(3) The extent to which the applicant's plan for recruitment~~
2 ~~attempts to meet the demand for~~ *Encourage paraprofessionals to*
3 *become bilingual-crosscultural teachers, multiple subject*
4 *credentialed teachers, or special education teachers.*

5 ~~(4) The extent to which the applicant's plan for recruitment~~
6 ~~attempts to meet the demand for multiple subject credentialed~~
7 ~~teachers interested in teaching kindergarten or any of grades 1 to~~
8 ~~3, inclusive. For purposes of this paragraph, each paraprofessional~~
9 ~~selected to participate shall have completed at least two years of~~
10 ~~undergraduate college or university coursework and shall have~~
11 ~~demonstrated an interest in obtaining a multiple subject teaching~~
12 ~~credential for teaching kindergarten or any of grades 1 to 3,~~
13 ~~inclusive.~~

14 ~~(5) The extent to which the applicant's plan for recruitment~~
15 ~~attempts to meet the demand for special education teachers.~~

16 ~~(6) The extent to which the applicant's plan for recruitment~~
17 ~~includes~~ *Include* a developmentally sequenced series of job
18 descriptions that lead from an entry-level school paraprofessional
19 position to an entry-level teaching position in that school district
20 or county office of education.

21 ~~(7) The extent to which the applicant's plan for recruitment~~
22 ~~attempts to meet~~

23 (5) *Meet* its own specific teacher needs.

24 ~~(8) The extent to which the applicant's plan for implementation~~
25 ~~of its recruitment program involves participation in~~

26 (6) *Operate* a district internship program pursuant to Sections
27 44325, 44326, 44327, 44328, and 44830.3 or a university
28 internship program pursuant to Article 3 (commencing with
29 Section 44450) of Chapter 3 *or demonstrate why an internship*
30 *program may not be operated.*

31 (c) Each selected school district or county office of education
32 shall provide information and assistance to each school
33 paraprofessional it recruits under the program regarding
34 admission to a teacher training program.

35 (d) (1) The school district or county office of education shall
36 recruit and organize groups, or "cohorts," of school
37 paraprofessionals, of no more than 30, and no less than 10, in each
38 cohort. Cohorts shall be organized to consist of school
39 paraprofessionals having approximately equal academic
40 experience and qualifications, as determined by the school district

1 or county office of education. To the extent possible, the members
2 of each cohort shall proceed through the same subject matter and
3 credential programs. The members of each cohort shall enroll in
4 the same campus and shall be provided by the school district or
5 county office of education with appropriate support and
6 information throughout the course of their studies.

7 (2) Each school district or county office of education shall
8 certify that it has received a commitment from each member of a
9 cohort that he or she will accomplish all of the following:

10 (A) Graduate from an institution of higher education under the
11 program with a bachelor's degree.

12 (B) Complete all of the requirements for and obtain a multiple
13 subject, single subject, or education specialist teaching credential.

14 (C) Complete one school year of classroom instruction in the
15 district or county office of education for each year that he or she
16 receives assistance for books, fees, and tuition while attending an
17 institution of higher education under the program.

18 (3) To the extent that any participant does not fulfill his or her
19 obligations, as set forth in paragraph (2), the participant shall be
20 required to repay the assistance. If a participant is laid off, the
21 participant may not be required to repay the assistance until the
22 participant is offered reemployment and has an opportunity to
23 fulfill his or her obligations under this section.

24 ~~(e) The commission shall contract with an independent~~
25 ~~evaluator with a proven record of experience in assessing~~
26 ~~career advancement programs or teacher training programs to~~
27 ~~determine the success of the recruitment programs established~~
28 ~~pursuant to subdivision (b). The evaluation shall be made on an~~
29 ~~annual basis and shall include, but not be limited to, all of the~~
30 ~~following:~~

31 ~~(1) The total cost per person participating in the program who~~
32 ~~successfully obtains a teaching credential, based upon all state,~~
33 ~~local, federal, and other sources of funding.~~

34 ~~(2) The economic status of persons participating in the pilot~~
35 ~~program.~~

36 ~~(3) A description of financial and other resources made~~
37 ~~available to each recruitment program by participating school~~
38 ~~districts or county offices of education, institutions of higher~~
39 ~~education, and other participating organizations.~~

1 ~~(4) The extent to which pupil performance on standardized~~
2 ~~achievement tests has improved in classes taught by teachers who~~
3 ~~have successfully completed the program, in comparison to~~
4 ~~classes taught by other teachers who have equivalent teaching~~
5 ~~experience.~~

6 ~~(5) The extent to which pupil dropout rates and other measures~~
7 ~~of delinquency have improved in classes taught by teachers who~~
8 ~~have successfully completed the program.~~

9 ~~(6) The extent to which teachers who have successfully~~
10 ~~completed the program remain in the communities in which they~~
11 ~~reside and in which they teach.~~

12 ~~(7) The attrition rate of teachers who have successfully~~
13 ~~completed the program.~~

14 ~~(f) Each selected school district or county office of education~~
15 ~~shall report to the ~~commission~~ Superintendent regarding the~~
16 ~~progress of each cohort of school paraprofessionals, and other~~
17 ~~information regarding its recruitment program as the commission~~
18 ~~may direct.~~

19 ~~(g) No later than January 1 of each year, the commission~~

20 *(f) No later than January 1, 2005, and annually thereafter, the*
21 *Superintendent shall report to the Legislature regarding the status*
22 *of the pilot program, including, but not limited to, the number of*
23 *school paraprofessionals recruited, the academic progress of the*
24 *school paraprofessionals recruited, the number of school*
25 *paraprofessionals recruited who are subsequently employed as*
26 *teachers in the public schools, the degree to which the program*
27 *meets the demand for bilingual and special education teachers, the*
28 *degree to which the program or similar programs can meet that*
29 *demand if properly funded and executed, and other effects upon*
30 *the operation of the public schools.*

31 ~~(h) It is the intent of the Legislature that each fiscal year,~~
32 ~~funding for the California School Paraprofessional Teacher~~
33 ~~Training Program be allocated to the Commission on Teacher~~
34 ~~Credentialing for grants to school districts pursuant to this section.~~

35 *(g) Commencing with the 2005–06 fiscal year, and each fiscal*
36 *year thereafter, the school district or county office of education*
37 *may use funds from the professional development block grant*
38 *made available pursuant to the Teacher Support and Development*
39 *Act of 2005 (Chapter 3.8 (commencing with Section 44790)) to*
40 *operate the program. In no case shall grants to any school district*

1 ~~exceed use more than~~ the equivalent of three thousand dollars
2 (\$3,000) annually per paraprofessional in the program. ~~Funding~~
3 ~~for grants to school districts pursuant to this subdivision, shall be~~
4 ~~contingent upon an appropriation in the annual Budget Act.~~

5 *SEC. 10. Section 44395 of the Education Code is amended to*
6 *read:*

7 44395. (a) The National Board for Professional Teaching
8 Standards Certification Incentive Program is hereby established ~~to~~
9 ~~award grants to school districts~~ for the purpose of providing
10 ~~awards school districts with the opportunity to award~~ to teachers
11 who are employed by school districts or charter schools, are
12 assigned to teach in California public schools, and have attained
13 certification from the National Board for Professional Teaching
14 Standards. ~~Awards shall be granted to the extent that funds have~~
15 ~~been appropriated for this purpose in the annual Budget Act.~~
16 *Awards may be granted from funds received from the professional*
17 *development block grant made available pursuant to the Teacher*
18 *Support and Development Act of 2005 (Chapter 3.8 (commencing*
19 *with Section 44790)) as follows:*

20 (1) Commencing July 1, 2000, any teacher who has attained
21 certification from the National Board for Professional Teaching
22 Standards ~~is eligible to~~ *may* receive an award of up to twenty
23 thousand dollars (\$20,000) if he or she agrees to teach at a
24 high-priority school for at least four years. Teaching service before
25 July 1, 2000, may not be counted towards satisfaction of this
26 four-year commitment.

27 (2) Awards granted pursuant to this subdivision shall be
28 disbursed in annual payments of five thousand dollars (\$5,000)
29 over a four-year period. The annual payment shall be made upon
30 completion of the school year, and upon ~~approval of a~~
31 ~~district-certified application pursuant to the guidelines of~~
32 *certification as provided in subdivision (c) (b) of Section 44396.*

33 (b) ~~The department shall administer the awards authorized by~~
34 ~~subdivision (a), and shall develop, in consultation with the~~
35 ~~Commission on Teacher Credentialing, certification and award~~
36 ~~information, criteria, procedures, and applications, all of which~~
37 ~~shall be submitted to the State Board of Education for approval.~~
38 ~~Amendments requested by the State Board of Education to that~~
39 ~~information, criteria, procedures, and applications shall be made~~

1 ~~before the dissemination of the material and the granting of any~~
2 ~~award under this article.~~

3 ~~(e) The department shall distribute the materials described in~~
4 ~~subdivision (b) to school districts.~~ Each school district is strongly
5 encouraged to ensure that teachers employed by the district or by
6 charter schools affiliated with the district are informed about the
7 program and can acquire the necessary application and
8 information materials.

9 ~~(d)~~

10 (c) School districts are encouraged to provide for adequate
11 release time and support for a teacher to complete the certification
12 process. As a condition to providing that release time and support,
13 a school district may require that a teacher serve in a mentor
14 teacher capacity.

15 ~~(e)~~

16 (d) For purposes of this article, the following definitions apply:

17 (1) "School district" means school district, county board of
18 education, county superintendent of schools, a state operated
19 program, including a special school, or an education program
20 providing instruction in kindergarten or any of grades 1 to 12,
21 inclusive, that is offered by a state agency, including the California
22 Youth Authority and the State Department of Developmental
23 Services.

24 (2) "High-priority school" means a school in the bottom half
25 of all schools based on the Academic Performance Index rankings
26 established pursuant to subdivision (a) of Section 52056. This
27 designation shall be determined as of the date of the agreement by
28 the teacher described in paragraph (1) of subdivision (a).

29 *SEC. 11. Section 44396 of the Education Code is amended to*
30 *read:*

31 44396. (a) ~~(1) To the extent that funds are available for that~~
32 ~~purpose, a teacher who meets the criteria approved by the State~~
33 ~~Board of Education pursuant to subdivision (b) of Section 44395~~
34 ~~is eligible and may apply for an award by following the procedures~~
35 ~~and instructions developed pursuant to that subdivision.~~

36 ~~(2)~~ A teacher who attained certification from the National
37 Board for Professional Teaching Standards before January 1,
38 1999, and who was employed by a school district or charter school
39 and assigned to teach in a California public school on the date of
40 certification may ~~apply~~ *receive* for an award authorized pursuant

1 to this article if he or she meets all the other requirements for that
2 award specified by this article. For awards pursuant to this
3 subdivision, teaching service before July 1, 2000, may not be
4 counted toward satisfaction of the teacher's four-year agreement
5 to teach in a high-priority school.

6 ~~(b) Teachers shall submit their applications for an award~~
7 ~~authorized by this article to the school district employing them.~~
8 ~~Teachers employed by a charter school shall submit their~~
9 ~~application through the school district granting the school's~~
10 ~~charter.~~

11 ~~(c) If a school district receives an application for provides a~~
12 ~~teacher with an award authorized by this article, it shall certify that~~
13 ~~the applicant teacher is employed by the district or a charter school~~
14 ~~operating under a charter granted by the school district and that the~~
15 ~~applicant has met all the criteria established pursuant to~~
16 ~~subdivision (b) of Section 44395. The school district shall~~
17 ~~thereafter submit the application to the State Department of~~
18 ~~Education for its review and approval.~~

19 ~~(d) The State Department of Education shall approve~~
20 ~~applications that meet the criteria established pursuant to~~
21 ~~subdivision (b) of Section 44395. To the extent funds are available,~~
22 ~~the State Department of Education shall apportion funds to the~~
23 ~~appropriate school districts in the amount of the award authorized~~
24 ~~by Section 44395 for each approved application. The school~~
25 ~~district shall use funds apportioned to it pursuant to this~~
26 ~~subdivision to provide the amount of the award authorized by~~
27 ~~subdivision (a) of Section 44395 to each teacher whose application~~
28 ~~is approved.~~

29 SEC. 12. Section 44401 of the Education Code is amended to
30 read:

31 44401. For the purposes of this article, the following terms
32 have the following meanings unless the context in which they
33 appear clearly requires otherwise:

34 (a) "Program participants" means individuals who accept
35 and receive financial assistance from a school district, county
36 superintendent of schools, or consortia composed of school
37 districts for the California Mathematics Initiative for Teaching.

38 (b) "Financial assistance" means an award of funds by a school
39 district, county superintendent of schools, or consortia composed
40 of school districts to a program participant for the purpose of

1 paying for tuition, academic fees, and the cost of textbooks in
2 courses or programs to meet state teacher preparation standards
3 and earn a credential, concentration, or supplementary
4 authorization in mathematics.

5 (c) “Loan forgiveness program” means a program
6 administered by a school district, county superintendent of
7 schools, or consortia composed of school districts under which a
8 grant recipient awards financial assistance in the form of a loan
9 that shall be completely forgiven when the program participant
10 meets the mathematics teaching obligation specified in this article.

11 SEC. 13. Section 44402 of the Education Code is amended to
12 read:

13 44402. (a) The California Mathematics Initiative for
14 Teaching may be administered by a school district, county
15 superintendent of schools, or consortia composed of school
16 districts in accordance with this article and other applicable laws
17 and regulations. Participation in the California Mathematics
18 Initiative for Teaching is voluntary on the part of a school district
19 or county superintendent of schools. A school district, county
20 superintendent of schools, or regional consortia shall establish its
21 eligibility to participate by developing a local plan to increase the
22 number of teachers who are qualified and certificated in
23 mathematics.

24 (b) The Commission on Teacher Credentialing shall establish
25 standards for supplementary authorizations, including
26 supplementary authorizations in mathematics. The standards for
27 supplementary authorizations shall emphasize, among other
28 priorities, the importance of increasing the achievement of
29 low-performing pupils. The commission shall recognize, for the
30 purpose of awarding supplementary authorizations, including
31 supplementary authorizations in mathematics, completion of a
32 highly intensive program of teacher preparation which may
33 include, but need not be limited to, a local subject matter program
34 such as the California Mathematics Project created pursuant to
35 Chapter 196 of the Statutes of 1982, provided that the program
36 satisfies the applicable standards of the commission.

37 (c) The school district, county superintendent of schools, or the
38 consortia composed of school districts shall use the following
39 priorities for the selection of program participants :



1 (1) First priority shall be given to current certificated teachers
2 who are teaching mathematics but have not earned mathematics
3 credentials, authorizations, or concentrations.

4 (2) Second priority shall be given to current certificated
5 teachers who are teaching nonshortage subjects but have not
6 earned mathematics credentials, authorizations, or concentrations.

7 (d) The school district, county superintendent of schools, or
8 consortia composed of school districts shall monitor the progress
9 of each program participant toward meeting the standards for
10 teaching mathematics and shall submit a report to the
11 Superintendent of Public Instruction on the progress of each
12 participant.

13 (e) A participant in the California Mathematics Initiative for
14 Teaching shall teach mathematics for one year in a public
15 elementary or secondary school for each multiple of two thousand
16 five hundred dollars (\$2,500) of financial assistance that the
17 program participant receives and accepts pursuant to this article.
18 The school district, county of superintendent of schools, or
19 consortia composed of school districts shall determine equitable
20 teaching obligations for participants who receive and accept a total
21 of financial assistance that is not an even multiple of two thousand
22 five hundred dollars (\$2,500) and shall determine how to count
23 part-time teaching of mathematics in fulfillment of the teaching
24 obligation. School districts may require program participants to
25 fulfill the teaching obligation in one or more schools that are under
26 the jurisdiction of the school district or county superintendent of
27 schools that awarded the financial assistance to the program
28 participant and shall begin to fulfill that obligation in consecutive
29 school years immediately after the participant earns a mathematics
30 teaching credential, authorization, or concentration unless an
31 exceptional circumstance, as defined by the commission and
32 approved by the grant recipient, prevents the participant from
33 meeting this requirement.

34 (f) Recipients of financial assistance who do not fulfill their
35 teaching obligation in accordance with subdivision (e) shall repay
36 to the school district, county superintendent of schools, or
37 consortia composed of school districts all funds received pursuant
38 to this article in accordance with procedures established by the
39 commission. Each report submitted to the Superintendent of
40 Public Instruction pursuant to subdivision (d) shall include



1 detailed information regarding the fulfillment and nonfulfillment
2 of the teaching obligation by each recipient of financial assistance
3 and the location of each noncompliant program participant.

4 (g) A program participant shall be eligible for financial
5 assistance for no more than four consecutive academic years, for
6 a total amount of financial assistance not to exceed seven thousand
7 five hundred dollars (\$7,500). A program participant may utilize
8 financial assistance to pay for tuition, academic fees and the cost
9 of textbooks in courses or programs that will enable the program
10 participant to earn a credential, concentration, or supplemental
11 authorization in mathematics. A school district, county
12 superintendent of schools, or consortia composed of school
13 districts may arrange to pay tuition and academic fees directly to
14 the institution or other agency that provides instruction to program
15 participants. A school district, county superintendent of schools,
16 or consortia composed of school districts shall document the
17 tuition, academic fees, and textbook costs of each program
18 participant and shall include this information in each report
19 submitted pursuant to subdivision (d).

20 SEC. 14. Section 44403 of the Education Code is amended to
21 read:

22 44403. The Superintendent of Public Instruction shall, on or
23 before January 1, 2005, submit to the education policy committees
24 of the Legislature, the Legislative Analyst, and the Department of
25 Finance a summative report of the effects of this article. The report
26 shall include recommendations regarding the continuation,
27 modification, or termination of the program. The Superintendent
28 of Public Instruction shall base its report on information received
29 from school districts and county superintendents of schools
30 pursuant to subdivision (d) of Section 44402.

31 SEC. 15. Section 44404 of the Education Code is amended to
32 read:

33 44404. The school district, county superintendent of schools,
34 or consortia composed of school districts shall expend not more
35 than 6.5 percent of the grant funds received pursuant to this article
36 for purposes of local program administration and management.

37 SEC. 16. Section 44503 of the Education Code is amended to
38 read:

39 44503. (a) The governing board of a school district that
40 accepts state funds from the professional development block grant

made available pursuant to the Teacher Support and Development Act of 2003 2005 (Chapter 3.8 (commencing with Section 44790)) for purposes of this article shall negotiate the development and implementation of the program with the exclusive representative of the certificated employees in the school district, if the certificated employees in the district are represented by an exclusive representative. In a school district in which the certificated employees are not represented, the school district shall develop a Peer Assistance and Review Program for Teachers consistent with this article in order to be eligible to receive funding under this article.

(b) Functions performed pursuant to this article by certificated employees employed in a bargaining unit position shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of Section 3540.1 of the Government Code.

(c) Teachers who provide assistance and review shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the Government Code.

(d) It is the intent of the Legislature that school districts be allowed to combine, by mutual agreement, their programs of peer assistance and review with those of other school districts.

(e) Not more than 5 percent of the funds used by a school district for the Peer Assistance and Review Program for Teachers may be expended for administrative expenses. For the purposes of this article, administrative expenses shall include expenditures for the personnel costs of program administration and coordination, the cost of consulting teacher selection, and indirect costs associated with the Peer Assistance and Review Program for Teachers.

~~SEC. 17. Section 44505 of the Education Code is repealed.~~

~~SEC. 17. Section 44505 of the Education Code is repealed.~~

~~44505. (a) Between July 1, 1999, and June 30, 2000, a school district may notify the Superintendent of Public Instruction that it plans to implement, commencing July 1, 2000, a Peer Assistance and Review Program for Teachers pursuant to this article. Upon receipt of the notification by the school district, the Superintendent of Public Instruction shall apportion to the school district two~~

1 thousand eight hundred dollars (\$2,800) or an amount equal to the
2 number of mentor teachers that the state calculated the school
3 district is entitled to in the 1999–2000 fiscal year pursuant to
4 Article 4 (commencing with Section 44490) multiplied by two
5 thousand eight hundred dollars (\$2,800), whichever is greater.

6 (b) ~~A school district that notifies the Superintendent of Public~~
7 ~~Instruction that it plans to implement a Peer Assistance and~~
8 ~~Review Program for Teachers by July 1, 2000, pursuant to~~
9 ~~subdivision (a), shall certify to the Superintendent of Public~~
10 ~~Instruction that it has implemented a program by August 1, 2000.~~
11 ~~In addition to the certification, the Superintendent of Public~~
12 ~~Instruction may request a copy of the signature page of the~~
13 ~~collective bargaining agreement implementing the program~~
14 ~~required pursuant to subdivision (a) of Section 44503. A school~~
15 ~~district that fails to provide the required certification is not eligible~~
16 ~~to receive an apportionment for the Peer Assistance and Review~~
17 ~~Program for Teachers pursuant to subdivision (a) of this section or~~
18 ~~subdivision (a) of Section 44498 in the 2000–01 school year, or in~~
19 ~~any year thereafter. The school district, however, may be eligible~~
20 ~~to receive an apportionment for the Peer Assistance and Review~~
21 ~~Program for Teachers pursuant to subdivision (c) of this section~~
22 ~~and subdivision (a) of Section 44498 in the 2000–01 school year,~~
23 ~~and in each year thereafter, if the school district complies with the~~
24 ~~requirements set forth in subdivisions (c) and (d).~~

25 (c) ~~Between July 1, 2000, and May 31, 2001, a school district~~
26 ~~may notify the Superintendent of Public Instruction that it plans to~~
27 ~~implement, commencing July 1, 2001, a Peer Assistance and~~
28 ~~Review Program for Teachers pursuant to this article. On or before~~
29 ~~June 29, 2001, the Superintendent of Public Instruction shall~~
30 ~~apportion to every school district that provides this notification an~~
31 ~~amount equal to the number of mentor teachers that the state~~
32 ~~calculated the school district is entitled to in the 1999–2000 school~~
33 ~~year pursuant to Article 4 (commencing with Section 44490) times~~
34 ~~a maximum of one thousand dollars (\$1,000). Any school district~~
35 ~~that provides this notification shall receive at least the amount that~~
36 ~~would be received pursuant to this section by a school district with~~
37 ~~one state-funded mentor in the 2000–01 school year pursuant to~~
38 ~~Article 4 (commencing with Section 44490).~~

39 (d) ~~A school district that notifies the Superintendent of Public~~
40 ~~Instruction that it plans to implement a Peer Assistance and~~

1 ~~Review Program for Teachers by July 1, 2001, pursuant to~~
2 ~~subdivision (c), shall certify to the Superintendent of Public~~
3 ~~Instruction that it has implemented a program by July 1, 2001. In~~
4 ~~addition to the certification, the Superintendent of Public~~
5 ~~Instruction may request a copy of the signature page of the~~
6 ~~collective bargaining agreement implementing the program~~
7 ~~required pursuant to subdivision (a) of Section 44503. A school~~
8 ~~district that fails to provide the required certification is not eligible~~
9 ~~for any apportionment for the Peer Assistance and Review~~
10 ~~Program for Teachers received pursuant to subdivision (c) of this~~
11 ~~section, and subdivision (a) of Section 44498 in the 2001-02~~
12 ~~school year, or in any year thereafter.~~

13 ~~(e) The funding provided pursuant to subdivisions (a) and (c)~~
14 ~~of this section and subdivision (a) of Section 44498 shall be~~
15 ~~provided to eligible school districts in each year that the school~~
16 ~~operates a Peer Assistance and Review Program for Teachers.~~

17 ~~(f) The maximum amount of funds available for apportionment~~
18 ~~to school districts by the Superintendent of Public Instruction for~~
19 ~~allocation pursuant to subdivision (c) shall be the amount~~
20 ~~appropriated pursuant to subdivision (a) of Section 6 of the act~~
21 ~~adding this section, minus any funds apportioned by the~~
22 ~~Superintendent of Public Instruction to school districts pursuant to~~
23 ~~subdivision (a) as of June 30, 2000.~~

24 ~~(g) A school district may use funds apportioned pursuant to this~~
25 ~~section for activities necessary to implement the Peer Assistance~~
26 ~~and Review Program for Teachers.~~

27 SEC. 18. Section 44506 of the Education Code is repealed.

28 SEC. 19. Section 44507 of the Education Code is amended to
29 read:

30 44507. Subject to the availability of funding in the annual
31 Budget Act, the Superintendent of Public Instruction shall contract
32 with an independent evaluator on or before December 15, 2002,
33 to prepare a comprehensive evaluation of the implementation,
34 impact, cost, and benefit of the California Peer Assistance and
35 Review Program for Teachers. The evaluation shall be delivered
36 to the Legislature, the Governor, and interested parties on or before
37 January 1, 2004. As a condition of receiving funding from the
38 professional development block grant made available pursuant to
39 the Teacher Support and Development Act of 2003 2005 (Chapter
40 3.8 (commencing with Section 44790)), school districts that

1 implement programs pursuant to this article shall provide data, as
2 requested by the Superintendent of Public Instruction, to provide
3 baseline information for the evaluation.

4 ~~SEC. 20. Section 44579.1 of the Education Code is amended~~
5 ~~to read:~~

6 ~~44579.1. (a) There is hereby established the Instructional~~
7 ~~Time and Staff Development Reform Program. It is the intent of~~
8 ~~the Legislature that this program enhance staff development~~
9 ~~opportunities for classroom personnel, but this article shall not be~~
10 ~~construed to provide the sole source of funding for staff~~
11 ~~development activities for school personnel or to limit in any way~~
12 ~~the amount or type of staff development that is provided to school~~
13 ~~district personnel from other resources.~~

14 ~~(b) The State Department of Education shall submit draft~~
15 ~~regulations for the purpose of implementing this article to the State~~
16 ~~Board of Education for its review and approval. The State Board~~
17 ~~of Education shall adopt regulations for the purpose of~~
18 ~~implementing this article pursuant to Chapter 3.5 (commencing~~
19 ~~with Section 11340) of Part 1 of Division 3 of Title 2 of the~~
20 ~~Government Code.~~

21 ~~(c) The staff development program provided by the school~~
22 ~~district, charter school, or county office of education pursuant to~~
23 ~~this article shall meet all of the following requirements:~~

24 ~~(1) Meet local educational priorities as defined by the~~
25 ~~governing board of the school district, charter school, or county~~
26 ~~board of education.~~

27 ~~(2) Be consistent with regulations defining staff development~~
28 ~~activities eligible to receive funding under this section.~~

29 ~~(d) Each participant shall be present for the full staff~~
30 ~~development day, and records of attendance shall be maintained in~~
31 ~~a manner to be prescribed in regulations. Each staff development~~
32 ~~day shall be at least as long as the full-time instructional workday~~
33 ~~for certificated or classified instructional employees of the school~~
34 ~~district. For purposes of this section, a single staff development~~
35 ~~day may be conducted over several calendar days.~~

36 ~~(e) (1) Except as provided pursuant to paragraph (2), if the~~
37 ~~staff development day is conducted after completion of an~~
38 ~~instructional day, it may not be held on a minimum day for which~~
39 ~~a parent or guardian was notified pursuant to subdivision (c) of~~
40 ~~Section 48980.~~

~~(2) For staff working in multitrack, year-round schools, not more than two staff development days may be scheduled for “off track” teachers at a school with a minimum day scheduled. In this event, teachers at the multitrack, year-round school who are being paid for service on the minimum days are not eligible for that day of funding under this article.~~

~~(f) Notwithstanding Section 45203, probationary and permanent employees in the classified service may not receive regular pay on days during which staff development is offered pursuant to this article unless they are required to report for duty on those days.~~

~~(g) A charter school may be eligible to receive funding under this chapter only if the school certifies that it meets the minimum instructional time requirements applicable to school districts.~~

~~(h) This section shall be operative in any fiscal year only to the extent that funds are provided for its purposes in the annual Budget Act or to the extent funds are provided from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)).~~

~~SEC. 21. Section 44579.2 of the Education Code is repealed.~~

SEC. 20. Section 44579.1 of the Education Code is amended to read:

44579.1. (a) There is hereby established the Instructional Time and Staff Development Reform Program. It is the intent of the Legislature that this program enhance staff development opportunities for classroom personnel, but this article does not provide the sole source of funding for staff development activities for school personnel or limit the amount or type of staff development that is provided to school district personnel from other resources.

(b) The department shall submit draft regulations for the purpose of implementing this article to the State Board of Education for its review and approval. The State Board of Education shall adopt regulations for the purpose of implementing this article pursuant to Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code.

~~(c) Each fiscal year, the Superintendent of Public Instruction shall provide each eligible school district and county office of~~

~~education applying for a grant pursuant to this article with a staff development allowance of two hundred seventy dollars (\$270) per day, adjusted annually commencing with the 1999-2000 fiscal year for the inflation adjustment calculated pursuant to subdivision (b) of Section 42238.1, for up to three days, for each certificated classroom teacher and one hundred forty dollars (\$140) per day, adjusted annually commencing with the 1999-2000 fiscal year for the inflation adjustment calculated pursuant to subdivision (b) of Section 42238.1, for up to one day for each classified classroom instructional aide and certificated teaching assistant who participates in staff development instructional methods, including teaching strategies, classroom management and other training designed to improve pupil performance, conflict resolution, intolerance and hatred prevention, and academic content in the core curriculum areas that are provided by the school district or county office of education.~~

~~(d) To be eligible for a grant pursuant to this article, the~~ *The* staff development program provided by the school district or county office of education *pursuant to this article* shall meet all of the following requirements:

(1) Meet local educational priorities as defined by the governing board of the school district or county board of education.

(2) Be consistent with regulations defining staff development activities eligible to receive funding pursuant to this section.

~~(e) To qualify as a funded participant, each eligible~~

~~(d)~~ *Each* participant shall be present for the full staff development day, and records of attendance shall be maintained in a manner to be prescribed in regulations. Each staff development day shall be at least as long as the full-time instructional workday for certificated or classified instructional employees of the school district. For purposes of this section, a single staff development day may be conducted over several calendar days.

~~(f)~~

~~(e)~~ (l) Except as provided pursuant to paragraph (2), if the staff development day is conducted after completion of an instructional day, it may not be held on a minimum day for which a parent or guardian was notified pursuant to subdivision (c) of Section 48980.

(2) For staff working in multitrack, year-round schools, not more than two staff development days may be scheduled for “off track” teachers at a school with a minimum day scheduled. In this event, teachers at the multitrack, year-round school who are being paid for service on the minimum days are not eligible for that day of funding under this article.

~~(g)~~

(f) Notwithstanding Section 45203, probationary and permanent employees in the classified service may not receive regular pay on days during which staff development is offered pursuant to this article unless they are required to report for duty on those days.

~~(h)~~

(g) This section shall be operative in any fiscal year only to the extent that funds are provided for its purposes in the annual Budget Act *or to the extent funds are provided from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2005 (Chapter 3.8 (commencing with Section 44790))*.

SEC. 21. Section 44579.2 of the Education Code is repealed.

~~44579.2. (a) The Superintendent of Public Instruction shall disburse grant funds for this program in the following manner:~~

~~(1) Beginning in the 1999-2000 fiscal year, an advance disbursement shall be made following passage of the annual Budget Act. This disbursement shall be provided to each school district and county office of education that participated in the Instructional Time and Staff Development Reform Program in the prior fiscal year, and shall be limited to 25 percent of the amount apportioned to each entity in the prior year.~~

~~(2) Each year a disbursement of grant funding to all applicants shall be made following receipt of applications submitted pursuant to Section 44579.1, adjusted as necessary by the amount disbursed pursuant to paragraph (1). If a school district or county office of education that participated in this program in the prior fiscal year fails to submit an application, all funds disbursed to that school district or county office of education pursuant to paragraph (1) shall be deducted from its next monthly principal apportionment payment.~~

~~(3) A final adjustment to the amounts paid pursuant to paragraph (2) shall be made following receipt by the~~

~~Superintendent of Public Instruction of certification by the superintendent of the school district or the county superintendent of schools, as appropriate, of the total number of teacher-days attendance at staff development training that complies with all of the applicable provisions of this article and the regulations adopted by the State Board of Education.~~

~~(4) If the amount disbursed pursuant to this article to a school district, county office of education during any fiscal year differs from the amount to which the school district, or county office of education was entitled pursuant to this article, the Superintendent of Public Instruction shall, at the next monthly apportionment following discovery of the error, withhold from, or add to, the apportionment payment made during that month, the amount of the excess or deficiency, as the case may be.~~

~~(b) Notwithstanding any other provision of law, excesses withheld or deficiencies added by the Superintendent of Public Instruction pursuant to this section shall be added to, or allowed from, any portion of the State School Fund.~~

SEC. 22. Section 44579.4 of the Education Code is repealed.

~~SEC. 23. Section 44579.5 of the Education Code is repealed.~~

SEC. 23. Section 44579.5 of the Education Code is repealed.

~~44579.5. Notwithstanding any other provision of law, a school district or county office of education that participates in the Mathematics and Reading Professional Development Program pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65 may claim funding, as described in subdivision (c) of Section 44579.1, for the 80 hours of followup instruction, coaching, or additional schoolsite assistance required pursuant to subdivision (b) of Section 99237 if the training meets the requirements described in subdivision (d) of Section 44579.1 and is conducted outside of an instructional day that the school district or county office of education is required to provide in order to qualify for funding pursuant to Part 26 (commencing with Section 46000). Funding claimed pursuant to this section shall be in addition to funding received pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65.~~

SEC. 24. Section 44730 of the Education Code is repealed.

SEC. 25. Section 44731 of the Education Code is amended to read:

1 44731. A school district that uses funds from the professional
2 development block grant made available pursuant to the Teacher
3 Support and Development Act of ~~2003~~ 2005 (Chapter 3.8
4 (commencing with Section 44790)) for purposes of this chapter
5 shall certify all of the following to the State Department of
6 Education :

7 (a) Each school maintaining any of grades 4 to 8, inclusive, that
8 uses professional development block grant funds for purposes of
9 this chapter has access, for instructional purposes, to the Internet
10 in its classrooms and has a sufficient number of up-to-date
11 computers or other devices that provide Internet access in its
12 classrooms for instructional use.

13 (b) The professional development block grant funds used for
14 this chapter shall be expended by the eligible schools for the
15 purpose of providing in-service training to their schoolsite
16 administrators, appropriate instructional classified employees,
17 and certificated employees who provide direct instructional
18 services to pupils in grades 4 to 8, inclusive, in the use of education
19 technology to support the daily instruction of pupils and the
20 recordkeeping necessary to support that instruction.

21 (c) The professional development block grant funds used for
22 this chapter shall be expended for in-service training programs in
23 education technology that meet or exceed the proficiency
24 standards developed by the Commission on Teacher Credentialing
25 pursuant to Section 44259.

26 (d) Each school has developed an action plan that provides for
27 a program of in-service training in education technology for its
28 schoolsite administrators, appropriate instructional classified
29 employees, and all certificated employees who provide direct
30 instructional services to pupils in grades 4 to 8, inclusive. In the
31 action plan, the school shall, to the extent feasible and appropriate,
32 integrate training in educational technology with all of the
33 following:

34 (1) Staff development days.

35 (2) Staff development funds available from all state and federal
36 funding sources.

37 (3) Involvement of the parents and guardians of pupils enrolled
38 in the school district.

39 (e) In-service training provided pursuant to this chapter shall be
40 coordinated and integrated with any other in-service training,

1 including staff development offered pursuant to Article 7.5
2 (commencing with Section 44579) of Chapter 3.

3 SEC. 26. Chapter 3.8 (commencing with Section 44790) is
4 added to Part 25 of the Education Code, to read:

5
6 CHAPTER 3.8. TEACHER SUPPORT AND DEVELOPMENT ACT OF
7 ~~2003~~ 2005
8

9 44790. There is hereby established the Teacher Support and
10 Development Act of ~~2003~~ 2005. A school district shall have
11 flexibility to expend funds received pursuant to this chapter for any
12 staff development program, including, but not limited to, all of the
13 following:

14 (a) The Marian Bergeson Beginning Teacher Support and
15 Assessment System (Article 4.5 (commencing with Section
16 44279.1) of Chapter 2).

17 (b) The California Pre-internship Teaching Program (Article
18 5.6 (commencing with Section 44305) of Chapter 2).

19 (c) Alternative certification programs established pursuant to
20 Article 11 (commencing with Section 44380) of Chapter 2.

21 (d) The California School Paraprofessional Teacher Training
22 Program (Article 12 (commencing with Section 44390) of Chapter
23 2).

24 (e) The National Board for Professional Teaching Standards
25 Certification Incentive Program (Article 13 (commencing with
26 Section 44395) of Chapter 2).

27 (f) The California Mathematics Initiative for Teaching (Article
28 13 (commencing with Section 44400) of Chapter 2).

29 (g) The California Peer Assistance and Review Program for
30 Teachers (Article 4.5 (commencing with Section 44500) of
31 Chapter 3).

32 (h) The Instructional Time and Staff Development Reform
33 Program (Article 7.5 (commencing with Section 44579) of
34 Chapter 3).

35 (i) The Education Technology Staff Development Program
36 (Chapter 3.34 (commencing with Section 44730)).

37 (j) The Education Technology Professional Development
38 Program pursuant to Section 52272.

1 (k) The California Professional Development Institutes
2 (Article 2 (commencing with Section 99220) of Chapter 5 of Part
3 65).

4 (l) The Mathematics and Reading Professional Development
5 Program (Article 3 (commencing with Section 99230) of Chapter
6 5 of Part 65).

7 (m) The Pre-intern Teaching Academies.

8 (n) California subject matter projects.

9 44791. (a) The Superintendent of Public Instruction shall
10 annually award professional development block grants to school
11 districts under this chapter from funding provided in the annual
12 Budget Act.

13 (b) The Superintendent of Public Instruction shall calculate the
14 amount of the block grant awarded to each school district as
15 follows.

16 ~~(1) One thousand five hundred dollars (\$1,500) for each~~
17 ~~individual employed by the school district that holds an emergency~~
18 ~~permit.~~

19 ~~(2) Two thousand five hundred dollars (\$2,500) for each~~
20 ~~individual employed by the school district that holds a preintern~~
21 ~~certificate.~~

22 ~~(3) Three thousand dollars (\$3,000) for each individual~~
23 ~~employed by the school district that holds an internship credential~~
24 ~~or certificate.~~

25 ~~(4) Four thousand two hundred fifty dollars (\$4,250) for each~~
26 ~~first-year and~~

27 *(1) Three thousand seven hundred dollars (\$3,700) for each*
28 *first-year and second-year teacher employed by the school district*
29 *who holds a preliminary teaching credential.*

30 ~~(5) One thousand dollars (\$1,000)~~

31 *(2) Nine hundred sixty dollars (\$960) for each teacher*
32 *employed by the school district who has more than two years of*
33 *teaching experience and who holds a preliminary or professional*
34 *clear teaching credential.*

35 ~~(6) Five hundred dollars (\$500) for each individual employed~~
36 ~~by the school district that holds a credential waiver.~~

37 ~~(7)~~

38 *(3) One thousand dollars (\$1,000) for each full-time*
39 *paraprofessional employed by the school district.*

1 44792. Prior to receiving a block grant pursuant to this
2 chapter, a school district shall demonstrate all of the following:

3 (a) The school district's staff development programs are based
4 on a coherent, long-term planning process that involves teachers
5 and administrators.

6 (b) The school district has a school site professional
7 development plan in place that implements school improvement
8 objectives and is evaluated based upon gains in pupil achievement.

9 (c) The school district's staff development programs allow for
10 ongoing collaboration among teachers.

11 (d) The school district's staff development programs comply
12 with the standards for professional development developed
13 pursuant to Article 3.1 (commencing with Section 44470) of
14 Chapter 3 and with the 10 Design Elements for High Quality
15 Professional Development contained in the State Department of
16 Education's 1999 publication, "Designs for Learning: An
17 introduction to high quality professional development.
18 Sacramento, CA: California Professional Development
19 consortia."

20 44793. (a) It is the intent of the Legislature that school
21 districts that receive a professional development block grant
22 pursuant to this chapter continue to fund and participate in the
23 Marian Bergeson Beginning Teacher Support and Assessment
24 System (Article 4.5 (commencing with Section 44279.1) of
25 Chapter 2), the California Pre-Internship Teaching Program
26 (Article 5.6 (commencing with Section 44305) of Chapter 2), and
27 the California School Paraprofessional Teacher Training Program
28 (Article 12 (commencing with Section 44390) of Chapter 2).

29 (b) It is also the intent of the Legislature that the clusters of
30 teacher induction programs operated by school districts or
31 consortiums of school districts pursuant to Section 44279.7
32 continue to offer support and technical assistance to local
33 education agencies participating in the Marian Bergeson
34 Beginning Teacher Support and Assessment System.

35 44794. The State Department of Education shall conduct an
36 evaluation to assess the impact of the Teacher Support and
37 Development Act of ~~2003~~ 2005 on teacher quality and pupil
38 improvement. An interim report shall be submitted to the
39 Governor and the Legislature no later than January 1, ~~2006~~ 2007.
40 A final report shall be submitted to the Governor and the

Legislature no later than January 1, 2008 2009. It is the intent of the Legislature that funding for the purpose of the evaluation be appropriated from funds available under the No Child Left Behind Act of 2001 (P.L. 107-110).

SEC. 27. Section 52272 of the Education Code is amended to read:

52272. (a) The Education Technology Professional Development Program is hereby established to provide teacher training on the use of technology in the classroom. The professional development training shall provide teachers with knowledge and skills on how best to integrate the use of technology into the classroom and curriculum.

(b) A school district or charter school may administer or contract for the professional development training component of the program and shall collaborate with the California Technology Assistance Project, county offices of education, and other appropriate public and private organizations in developing and providing this training.

(c) The Secretary for Education shall select a contractor to conduct an independent evaluation of the effectiveness of the Education Technology Professional Development Program. Upon completion, the report shall be submitted to the Governor and the Legislature by January 1, 2002.

(d) Funding for the purposes of this section may be provided from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 2005 (Chapter 3.8 (commencing with Section 44790)).

~~SEC. 28. Section 99200 of the Education Code is amended to read:~~

~~99200. (a) With the approval of the Concurrence Committee, the Regents of the University of California shall establish and maintain cooperative endeavors designed to accomplish the following:~~

~~(1) Develop and enhance teachers' subject matter knowledge in the subject matter areas specified in Section 99201.~~

~~(2) Develop and enhance teachers' instructional strategies to improve student learning and academic performance as measured against State Board of Education standards adopted pursuant to Section 60605.~~

1 ~~(3) Provide teachers with access to and opportunity to examine~~
2 ~~current research that is demonstrably linked to improved student~~
3 ~~learning and achievement as measured by performance levels on~~
4 ~~state tests administered pursuant to Section 60605.~~

5 ~~(4) Maintain subject-specific professional communities that~~
6 ~~create ongoing opportunities for teacher learning and research.~~

7 ~~(5) Develop and deploy as teacher leaders, teachers with~~
8 ~~demonstrated levels of expertise in the classroom and certifiable~~
9 ~~levels of content knowledge.~~

10 ~~(b) The duties of the Concurrence Committee shall include, but~~
11 ~~need not be limited to, all of the following:~~

12 ~~(1) Ensuring that the statewide and local subject matter projects~~
13 ~~comply with requirements of this chapter.~~

14 ~~(2) Developing rules and regulations for the statewide subject~~
15 ~~matter projects.~~

16 ~~(3) Selecting a contractor for a four-year independent~~
17 ~~evaluation of the effectiveness of the subject matter projects.~~

18 ~~(e) An independent evaluation of the effectiveness of the~~
19 ~~subject matter projects shall be performed by a contractor selected~~
20 ~~pursuant to paragraph (3) of subdivision (b), and shall be reported~~
21 ~~to the State Board of Education, the Governor, and the Legislature~~
22 ~~by February 1, 2006. Preliminary results shall be reported annually~~
23 ~~beginning February 1, 2004. The evaluation shall include, but not~~
24 ~~be limited to:~~

25 ~~(1) Documenting the impact of participation in the program on~~
26 ~~student achievement in the statewide tests administered pursuant~~
27 ~~to Section 60605.~~

28 ~~(2) Measuring the results of research on learning, knowledge,~~
29 ~~and educational materials developed by the statewide subject~~
30 ~~matter projects.~~

31 ~~(3) Documenting the quantity, quality, cost-effectiveness, and~~
32 ~~inclusiveness of subject matter project programs.~~

33 ~~(4) The impact of the subject matter projects on the~~
34 ~~performance levels of low-performing schools affiliated with the~~
35 ~~subject matter projects.~~

36 ~~(d) The composition of the Concurrence Committee shall be as~~
37 ~~follows:~~

38 ~~(1) One representative selected by the Regents of the~~
39 ~~University of California.~~

1 ~~(2) One representative selected by the Board of Trustees of the~~
2 ~~California State University.~~
3 ~~(3) Two representatives selected by the State Board of~~
4 ~~Education.~~
5 ~~(4) One representative selected by the Governor.~~
6 ~~(5) One representative selected by the Commission on Teacher~~
7 ~~Credentialing.~~
8 ~~(6) One representative selected by the Curriculum~~
9 ~~Development and Supplemental Materials Commission.~~
10 ~~(7) One representative of the California Community Colleges~~
11 ~~selected by the Board of Governors of the California Community~~
12 ~~Colleges.~~
13 ~~(8) One representative of an independent postsecondary~~
14 ~~institution selected by the Association of Independent California~~
15 ~~Colleges and Universities.~~
16 ~~SEC. 29. Section 99203 of the Education Code is repealed.~~
17 ~~SEC. 30. Section 99220 of the Education Code is amended to~~
18 ~~read:~~
19 ~~99220. The Regents of the University of California are~~
20 ~~requested to jointly develop with the Trustees of California State~~
21 ~~University and the independent colleges and universities, the~~
22 ~~California Reading Professional Development Institutes, to be~~
23 ~~administered by the university, in partnership with the California~~
24 ~~State University and with private, independent universities in~~
25 ~~California, in accordance with all of the following criteria:~~
26 ~~(a) (1) In June 1999, the University of California and its~~
27 ~~institutes' partners shall commence instruction for 6,000~~
28 ~~participants who either provide direct instruction in reading to~~
29 ~~pupils in kindergarten or in grade 1, 2, or 3, or who supervise~~
30 ~~beginning teachers of reading. Commencing in July 2000, the~~
31 ~~institutes shall provide instruction for an additional 14,000~~
32 ~~participants who either provide direct instruction in reading to~~
33 ~~pupils, including special education pupils, in prekindergarten,~~
34 ~~kindergarten or in grade 1, 2, or 3, or supervise beginning teachers~~
35 ~~of reading. Of the 14,000 new positions, at least 2,000 shall be~~
36 ~~reserved for prekindergarten teachers who teach in state preschool~~
37 ~~programs located in the attendance area of low-performing~~
38 ~~schools in order to link prekindergarten literacy development and~~
39 ~~reading readiness to the state's reading goals for pupils enrolled in~~
40 ~~kindergarten and grades 1 to 3, inclusive. If there are not enough~~

1 applicants to fill the 2,000 positions, the remaining positions may
2 be filled by teachers of pupils enrolled in kindergarten or any of
3 grades 1 to 3, inclusive.

4 (2) Ongoing support for second-year participants shall include
5 a second-year institute focusing on the use of instructional
6 materials, leveraging of school district resources, and the
7 development of teacher leadership within the school district to
8 improve pupil achievement in reading.

9 (b) The institutes shall provide instruction for school teams
10 from each participating school. These school teams may include
11 both beginning and experienced teachers and the schoolsite
12 administrator, with the majority of the team composed of
13 beginning teachers.

14 (c) (1) The institutes shall provide instruction in the teaching
15 of reading in a manner consistent with the standard for a
16 comprehensive reading instruction program that is
17 research-based, as described in subparagraphs (A) and (B) of
18 paragraph (4) of subdivision (b) of Section 44259, and shall
19 include all of the following components:

20 (A) The study of organized, systematic, explicit skills
21 including phonemic awareness, direct, systematic explicit
22 phonics, and decoding skills.

23 (B) A strong literature, language and comprehension
24 component with a balance of oral and written language.

25 (C) Ongoing diagnostic techniques that inform teaching and
26 assessment.

27 (D) Early intervention techniques.

28 (2) Instruction provided pursuant to this section shall be
29 consistent with state-adopted academic content standards and with
30 the curriculum framework on reading/language arts adopted by the
31 State Board of Education.

32 (3) Instruction provided pursuant to this section shall acquaint
33 teachers with the value in the diagnostic nature of standardized
34 tests.

35 (d) (1) Each participant who satisfactorily completes an
36 institute authorized by this section shall receive a stipend,
37 commensurate with the duration of the institute, of not less than
38 one thousand dollars (\$1,000) nor more than two thousand dollars
39 (\$2,000).

~~(2) A participant in an institute authorized by this section who satisfactorily completes additional institute activities or leadership and mentoring responsibilities in his or her school in subsequent years in accordance with institute guidelines shall receive a stipend, commensurate with the participant's responsibilities, of not less than five hundred dollars (\$500) and not more than two thousand dollars (\$2,000). It is the intent of the Legislature that stipends paid to participants under this paragraph average approximately one thousand dollars (\$1,000) per stipend recipient per year.~~

~~(c) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in reading.~~

~~(f) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of reading course requirements to an enrolled candidate who satisfactorily completes a California Reading Professional Development Institute program if the institute has been certified by the Commission on Teacher Credentialing as meeting reading preparation standards.~~

~~(g) This section does not prohibit a participant from attending an institute authorized by this section in more than one academic year.~~

1 ~~(h) “Beginning teachers,” for purposes of this article, are~~
2 ~~teachers with three or fewer years of teaching experience.~~

3 ~~SEC. 31.—~~

4 *SEC. 28. Section 99220 of the Education Code is amended to*
5 *read:*

6 99220. The Regents of the University of California are
7 requested to jointly develop with the Trustees of *the* California
8 State University and the independent colleges and universities, the
9 California Reading Professional Development Institutes, to be
10 administered by the university, in partnership with the California
11 State University and with private, independent universities in
12 California, in accordance with all of the following criteria:

13 (a) (1) In June 1999, the University of California and its
14 institutes’ partners shall commence instruction for 6,000
15 participants who either provide direct instruction in reading to
16 pupils in kindergarten or in grade 1, 2, or 3, or who supervise
17 beginning teachers of reading. Commencing in July 2000, the
18 institutes shall provide instruction for an additional 14,000
19 participants who either provide direct instruction in reading to
20 pupils, including special education pupils, in prekindergarten,
21 kindergarten or in grade 1, 2, or 3, or supervise beginning teachers
22 of reading. Of the 14,000 new positions, at least 2,000 shall be
23 reserved for prekindergarten teachers who teach in state preschool
24 programs located in the attendance area of high-priority schools in
25 order to link prekindergarten literacy development and reading
26 readiness to the state’s reading goals for pupils enrolled in
27 kindergarten and grades 1 to 3, inclusive. If there are not enough
28 applicants to fill the 2,000 positions, the remaining positions may
29 be filled by teachers of pupils enrolled in kindergarten or any of
30 grades 1 to 3, inclusive.

31 (2) Ongoing support for second-year participants shall include
32 a second-year institute focusing on the use of instructional
33 materials, leveraging of school district resources, and the
34 development of teacher leadership within the school district to
35 improve pupil achievement in reading.

36 ~~(b) (4)~~ The institutes shall provide instruction for school teams
37 from each participating school. These school teams may include
38 both beginning and experienced teachers and the schoolsite
39 administrator, with the majority of the team composed of
40 beginning teachers.

~~(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:~~

~~(A) Schools whose pupils' reading scores are at or below the 40th percentile on the reading portion of the achievement test authorized by Section 60640.~~

~~(B) Schools with a high number of beginning and noncredentialed teachers.~~

~~(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.~~

~~(D) Schools with a full complement of team members as outlined above.~~

~~(E) School teams committed to participate in the Elementary School Intensive Reading Program established pursuant to Article 1 (commencing with Section 53025) of Chapter 16 of Part 28 for a minimum of three years.~~

~~(F) Schools that have adopted standards-based materials approved by the State Board of Education.~~

~~(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (B) of paragraph (2) with a high number of beginning and noncredentialed teachers.~~

(c) (1) The institutes shall provide instruction in the teaching of reading in a manner consistent with the standard for a comprehensive reading instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, and shall include all of the following components:

(A) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic explicit phonics, and decoding skills.

(B) A strong literature, language and comprehension component with a balance of oral and written language.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early intervention techniques.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with

1 the curriculum framework on reading/language arts adopted by the
2 State Board of Education.

3 (3) Instruction provided pursuant to this section shall acquaint
4 teachers with the value in the diagnostic nature of standardized
5 tests.

6 (d) (1) Each participant who satisfactorily completes an
7 institute authorized by this section shall receive a stipend,
8 commensurate with the duration of the institute, of not less than
9 one thousand dollars (\$1,000) nor more than two thousand dollars
10 (\$2,000), ~~as determined by the University of California.~~

11 (2) A participant in an institute authorized by this section who
12 satisfactorily completes additional institute activities or leadership
13 and mentoring responsibilities in his or her school in subsequent
14 years in accordance with institute guidelines shall receive a
15 stipend, commensurate with the participant's responsibilities, of
16 not less than five hundred dollars (\$500) and not more than two
17 thousand dollars (\$2,000), ~~as determined by the University of~~
18 ~~California.~~ It is the intent of the Legislature that stipends paid to
19 participants under this paragraph average approximately one
20 thousand dollars (\$1,000) per stipend recipient per year.

21 (e) In order to provide maximum access, the institutes shall be
22 offered through multiple university and college campuses that are
23 widely distributed throughout the state or in a regionally
24 accredited program offered through instructor-led, interactive
25 online courses. In order to maximize access to teachers and
26 administrators who may be precluded from participating in an
27 onsite institute due to geographical, physical, or time constraints,
28 each institute shall be required to accommodate at least 5 percent
29 of the participants through state-approved instructor-led,
30 interactive online courses. Instruction at the institutes shall consist
31 of an intensive, sustained training period of no less than 40 hours
32 nor more than 120 hours during the summer or during an
33 intersession break or an equivalent instructor-led, online course,
34 and shall be supplemented, during the following school year, with
35 no fewer than 80 additional hours nor more than 120 additional
36 hours of instruction and schoolsite meetings, held on at least a
37 monthly basis, to focus on the academic progress of that school's
38 pupils in reading.

39 (f) It is the intent of the Legislature that a local education
40 agency or postsecondary institution that offers an accredited

1 program of professional preparation consider providing partial
2 and proportional credit toward satisfaction of reading course
3 requirements to an enrolled candidate who satisfactorily
4 completes a California Reading Professional Development
5 Institute program if the institute has been certified by the
6 Commission on Teacher Credentialing as meeting reading
7 preparation standards.

8 (g) This section does not prohibit a participant from attending
9 an institute authorized by this section in more than one academic
10 year.

11 (h) “Beginning teachers,” for purposes of this article, are
12 teachers with three or fewer years of teaching experience.

13 *SEC. 29.* Section 99221 of the Education Code is amended to
14 read:

15 99221. The Regents of the University of California are
16 requested to develop jointly with the Trustees of the California
17 State University and the independent colleges and universities, the
18 High School English Professional Development Institutes, to be
19 administered by the university, in partnership with the California
20 State University and with private, independent universities in
21 California, in accordance with all of the following criteria:

22 (a) In July 2000, the University of California and its institutes’
23 partners shall commence instruction for 12,000 participants who
24 either provide direct instruction in reading and writing to
25 California public high school pupils in grades 9 to 12, inclusive,
26 or supervise beginning teachers of high school reading and
27 writing.

28 (b) The institutes shall provide instruction for school teams
29 from each participating school. These school teams may include
30 both beginning and experienced teachers and the schoolsite
31 administrator.

32 (c) (1) The institutes shall provide instruction in the teaching
33 of reading and writing in a manner consistent with the standard for
34 a comprehensive reading and writing instruction program that is
35 research-based, as described in subparagraphs (A) and (B) of
36 paragraph (4) of subdivision (b) of Section 44259.

37 (2) Instruction provided pursuant to this section shall be
38 consistent with state-adopted academic content standards and with
39 the curriculum frameworks on reading/language arts for

1 kindergarten and grades 1 to 12, inclusive, that are adopted by the
2 State Board of Education.

3 (3) Instruction provided pursuant to this section shall acquaint
4 teachers with the value in the diagnostic nature of standardized
5 tests.

6 (d) In order to provide maximum access, the institutes shall be
7 offered through multiple university and college campuses that are
8 widely distributed throughout the state or in a regionally
9 accredited program offered through instructor-led, interactive
10 online courses. In order to maximize access to teachers and
11 administrators who may be precluded from participating in an
12 onsite institute due to geographical, physical, or time constraints,
13 each institute shall be required to accommodate at least 5 percent
14 of the participants through state-approved instructor-led,
15 interactive online courses. Instruction at the institutes shall consist
16 of an intensive, sustained training period of no less than 40 hours
17 nor more than 120 hours during the summer or during an
18 intersession break or an equivalent instructor-led, online course
19 and shall be supplemented, during the following school year, with
20 no fewer than 80 additional hours nor more than 120 additional
21 hours of instruction and schoolsite meetings, held on at least a
22 monthly basis, to focus on the academic progress of that school's
23 pupils in English language arts.

24 (e) It is the intent of the Legislature that a local education
25 agency or postsecondary institution that offers an accredited
26 program of professional preparation consider providing partial
27 and proportional credit toward satisfaction of English language
28 arts requirements to an enrolled candidate who satisfactorily
29 completes a High School English Professional Development
30 Institute if the institute has been certified by the Commission on
31 Teacher Credentialing as meeting English language arts standards.

32 ~~SEC. 32.~~

33 *SEC. 30.* Section 99222 of the Education Code is amended to
34 read:

35 99222. The Regents of the University of California are
36 requested to develop jointly with the Trustees of *the* California
37 State University and the independent colleges and universities, the
38 High School Mathematics Professional Development Institutes, to
39 be administered by the university, in partnership with the
40 California State University and with private, independent

1 universities in California, in accordance with all of the following
2 criteria:

3 (a) In July 2000, the University of California and its institutes'
4 partners shall commence instruction for 5,500 participants who
5 either provide direct instruction in mathematics to California
6 public high school pupils in grades 9 to 12, inclusive, or supervise
7 beginning teachers of high school mathematics.

8 (b) The institutes shall provide instruction for school teams
9 from each participating school. The school teams may include
10 both beginning and experienced teachers and the schoolsite
11 administrator.

12 (c) (1) The institutes shall provide instruction in the teaching
13 of mathematics in a manner consistent with the standard for a
14 comprehensive mathematics instruction program that is
15 research-based and shall include all of the following components:

16 (A) Instruction in topics commonly found in high school
17 mathematics courses, including, but not limited to, geometry,
18 algebra II, trigonometry, and calculus, that will enhance the ability
19 of teachers to prepare pupils for the achievement test authorized
20 pursuant to Section 60640 and the high school exit examination
21 authorized pursuant to Section 60850 and to prepare pupils for
22 advanced placement and college coursework.

23 (B) Ongoing diagnostic techniques that inform teaching and
24 assessment.

25 (C) Early intervention techniques for pupils experiencing
26 difficulty in mathematics.

27 (2) Instruction provided pursuant to this section shall be
28 consistent with state-adopted academic content standards and with
29 the curriculum frameworks on mathematics for kindergarten and
30 grades 1 to 12, inclusive, that are adopted by the State Board of
31 Education.

32 (3) Instruction provided pursuant to this section shall acquaint
33 teachers with the value in the diagnostic nature of standardized
34 tests.

35 (d) In order to provide maximum access, the institutes shall be
36 offered through multiple university and college campuses that are
37 widely distributed throughout the state or in a regionally
38 accredited program offered through instructor-led, interactive
39 online courses. In order to maximize access to teachers and
40 administrators who may be precluded from participating in an



1 onsite institute due to geographical, physical, or time constraints,
2 each institute shall be required to accommodate at least 5 percent
3 of the participants through state-approved instructor-led,
4 interactive online courses. Instruction at the institutes shall consist
5 of an intensive, sustained training period of no less than 40 hours
6 nor more than 120 hours during the summer or during an
7 intersession break or an equivalent instructor-led, online course
8 and shall be supplemented, during the following school year, with
9 no fewer than 80 additional hours nor more than 120 additional
10 hours of instruction and schoolsite meetings, held on at least a
11 monthly basis, to focus on the academic progress of that school's
12 pupils in mathematics.

13 (e) It is the intent of the Legislature that a local education
14 agency or postsecondary institution that offers an accredited
15 program of professional preparation consider providing partial
16 and proportional credit toward satisfaction of mathematics course
17 requirements to an enrolled candidate who satisfactorily
18 completes a High School Mathematics Professional Development
19 Institute if the institute has been certified by the Commission on
20 Teacher Credentialing as meeting mathematics standards.

21 ~~SEC. 33.~~

22 *SEC. 31.* Section 99223 of the Education Code is amended to
23 read:

24 99223. The Regents of the University of California are
25 requested to jointly develop with the Trustees of the California
26 State University and the independent colleges and universities, the
27 Algebra Academies Professional Development Institutes, to be
28 administered by the university, in partnership with the California
29 State University and with private, independent universities in
30 California, in accordance with all of the following criteria:

31 (a) In July 2000, the University of California and its institutes'
32 partners shall commence instruction for 1,000 participants who
33 either provide direct instruction in prealgebra and algebra to pupils
34 in grades 7 and 8, or supervise beginning teachers of algebra.

35 (b) The institutes shall provide instruction for school teams
36 from each participating school. These school teams may include
37 both beginning and experienced teachers and the schoolsite
38 administrator.

39 (c) (1) The institutes shall provide instruction in the teaching
40 of prealgebra and algebra in a manner consistent with the standard

1 for a comprehensive mathematics instruction program that is
2 research-based and shall include all of the following components:

3 (A) Instruction in prealgebra and algebra that will enhance the
4 ability of teachers to prepare pupils for the achievement test
5 authorized pursuant to Section 60640 and the high school exit
6 examination authorized pursuant to Section 60850.

7 (B) Ongoing diagnostic techniques that inform teaching and
8 assessment.

9 (C) Early intervention techniques for pupils experiencing
10 difficulty in prealgebra and algebra.

11 (2) Instruction provided pursuant to this section shall be
12 consistent with state-adopted academic content standards and with
13 the curriculum frameworks on mathematics for kindergarten and
14 grades 1 to 12, inclusive, that are adopted by the State Board of
15 Education.

16 (3) Instruction provided pursuant to this section shall acquaint
17 teachers with the value in the diagnostic nature of standardized
18 tests.

19 (d) Each participant who satisfactorily completes an institute
20 authorized by this section shall receive a stipend, commensurate
21 with the duration of the institute, of not less than one thousand
22 dollars (\$1,000) nor more than two thousand dollars (\$2,000).

23 (e) In order to provide maximum access, the institutes shall be
24 offered on multiple university and college campuses that are
25 widely distributed throughout the state. Instruction at the institutes
26 shall consist of an intensive, sustained training period of no less
27 than 40 hours during the summer or during an intersession break,
28 and shall be supplemented, during the following school year, with
29 no fewer than the equivalent of five additional days of instruction
30 and schoolsite meetings, held on at least a monthly basis, to focus
31 on the academic progress of that school's pupils in prealgebra and
32 algebra.

33 (f) Teachers attending the institutes authorized by this section
34 shall, as a condition of attendance and subsequent to that
35 attendance, serve as instructors in the program authorized by
36 Chapter 17 (commencing with Section 53080) of Part 28. These
37 teachers shall continue to receive followup professional
38 development during the same time period they are providing
39 instruction. Followup professional development during this time
40 period shall occur outside of instructional time.

(g) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Academies Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

~~SEC. 34.~~

SEC. 32. Section 99224 of the Education Code is amended to read:

99224. The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the Algebra Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in algebra or the coursework in the two years leading to algebra to pupils enrolled in a public school in grades 6 to 12, inclusive, or supervise beginning teachers of algebra.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(e) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes a High School Algebra Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

~~SEC. 35.~~

SEC. 33. Section 99225 of the Education Code is amended to read:

99225. The Regents of the University of California are requested to develop collaboratively with the Trustees of the California State University, the independent colleges and

universities, and the county offices of education, the Elementary Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in elementary mathematics to pupils in grades 4 to 6, inclusive, or supervise beginning teachers of elementary mathematics.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of elementary mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in elementary mathematics that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Instruction that will prepare teachers as mathematics specialists and to become teacher trainers at their schools, assuming more of the responsibility for mathematics instruction.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early and continuing intervention techniques for pupils experiencing difficulty in elementary mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are

1 widely distributed throughout the state or in a regionally
2 accredited program offered through instructor-led, interactive
3 online courses. In order to maximize access to teachers and
4 administrators who may be precluded from participating in an
5 onsite institute due to geographical, physical, or time constraints,
6 each institute shall be required to accommodate at least 5 percent
7 of the participants through state-approved instructor-led,
8 interactive online courses. Instruction at the institutes shall consist
9 of an intensive, sustained training period of no less than 40 hours
10 nor more than 120 hours during the summer or during an
11 intersession break or an equivalent instructor-led, online course,
12 and shall be supplemented, during the following school year, with
13 no fewer than 40 additional hours nor more than 120 additional
14 hours of instruction and schoolsite meetings, held on at least a
15 monthly basis, to focus on the academic progress of that school's
16 pupils in elementary mathematics.

17 (e) It is the intent of the Legislature that a local education
18 agency or postsecondary institution that offers an accredited
19 program of professional preparation consider providing partial
20 and proportional credit toward satisfaction of mathematics course
21 requirements to an enrolled candidate who satisfactorily
22 completes an Algebra Professional Development Institute if the
23 institute has been certified by the Commission on Teacher
24 Credentialing as meeting mathematics standards.

25 ~~SEC. 36.~~

26 *SEC. 34.* Section 99226 of the Education Code is amended to
27 read:

28 99226. (a) This article applies to the University of California
29 only during periods for which the Legislature has appropriated
30 funds therefor in the annual Budget Act for the professional
31 development block grant established pursuant to the ~~Teach~~
32 *Teacher* Support and Development Act of ~~2003~~ 2005 (Chapter 3.8
33 (commencing with Section 44790)).

34 (b) This article does not apply to the University of California
35 unless and until the Regents of the University of California act, by
36 resolution, to make it applicable.

37 (c) The Regents of the University of California are requested
38 to jointly develop with the Trustees of the California State
39 University and the independent colleges and universities, the
40 institutes described in this article, to be administered by the



1 University of California, in partnership with the California State
2 University and with private, independent universities in
3 California.

4 (d) Each participant who satisfactorily completes an institute
5 authorized by this article shall receive a stipend commensurate
6 with the duration of the institute, of not less than one thousand
7 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as
8 determined by the University of California.

9 (e) These institutes shall be developed in accordance with all of
10 the criteria specified in each section, as described therein.

11 (f) Notwithstanding any other provision of law, on a
12 case-by-case basis, and subject to the concurrence of the State
13 Board of Education that priorities for service to high-need schools
14 are met, the University of California and the programs authorized
15 pursuant to Sections 99220 through 99226, inclusive, may serve
16 prekindergarten teachers, kindergarten teachers, and teachers of
17 grades 1 to 12, inclusive, in participating school districts with
18 programs in reading or mathematics when the average of the
19 reading or mathematics portions of the achievement test
20 authorized pursuant to Section 60640 is at or below the priority
21 level for service in schools otherwise served by the California
22 Professional Development Institutes.

23 ~~SEC. 37.~~

24 ~~SEC. 35.~~ Section 99227 of the Education Code is repealed.

25 ~~SEC. 38.~~

26 ~~SEC. 36.~~ Section 99232 of the Education Code is amended to
27 read:

28 99232. (a) The Mathematics and Reading Professional
29 Development Program is hereby established and shall be
30 administered by the Superintendent of Public Instruction with the
31 approval of the State Board of Education.

32 (b) A local education agency that maintains kindergarten or
33 any of grades 1 to 12, inclusive, is eligible to apply for and receive
34 incentive funding from funds appropriated for the professional
35 development block grant made available pursuant to the Teacher
36 Support and Development Act of 2003 2005 (Chapter 3.8
37 (commencing with Section 44790)).

38 ~~SEC. 39.~~ ~~Section 99234 of the Education Code is amended to~~
39 ~~read:~~

~~99234. (a) It is the intent of the Legislature that a local education agency give highest priority to training teachers assigned to low-performing schools.~~

~~(b) A teacher that satisfactorily completes an institute shall receive a stipend of not more than one thousand dollars (\$1,000).~~

~~(c) A paraprofessional that satisfactorily completes training pursuant to this article shall receive a stipend of not more than five hundred dollars (\$500).~~

SEC. 37. Section 99234 of the Education Code is amended to read:

~~99234. (a) The Superintendent of Public Instruction shall notify local educational agencies that they are eligible to receive an incentive award based on the percentage of eligible teachers calculated in accordance with provisions of an item of appropriation in the annual Budget Act. It is the intent of the Legislature that a local educational agency give highest priority to training teachers assigned to high-priority schools. It is also the intent of the Legislature that funding appropriated in one fiscal year that is not expended by a local educational agency be redirected to local educational agencies that have trained more eligible teachers than the percentage funded. If a redirection of funding occurs, funding in subsequent fiscal years for the local educational agencies involved shall be adjusted to reflect the redirection of funding.~~

~~(b) A school district that cannot make the certification required pursuant to paragraph (3) of subdivision (a) of Section 99237 for all the grade levels it maintains in reading and mathematics may apply for and receive incentive funding for the grade levels and subjects for which it can make the certification required pursuant to paragraph (3) of subdivision (a) of Section 99237, in which case the certified assurance submitted pursuant to Section 99237 applies only to the professional development provided to teachers and instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics and reading in the grade levels and subjects for which it can make the certification required pursuant to paragraph (3) of subdivision (a) of Section 99237.~~

~~(c) Of the incentive provided pursuant to subdivision (a), a local educational agency may use A teacher who satisfactorily completes an institute shall receive a stipend of not more than one~~

1 thousand dollars (\$1,000) of the per teacher per subject amount to
2 provide an individual teacher stipend.

3 (d) The Superintendent of Public Instruction shall notify local
4 educational agencies that the maximum funding for the purpose of
5 this article for which they are eligible each year is equal to the
6 percentage calculated in accordance with provisions of an item of
7 appropriation in the annual Budget Act, multiplied by the sum of
8 the following two factors multiplied by two thousand five hundred
9 dollars (\$2,500):

10 (1) Twice the number of multiple subjects teachers teaching in
11 a self-contained classroom and special education teachers, as
12 specified in paragraphs (1) and (2) of Section 99233, that provide
13 direct instruction in reading and mathematics as reported in the
14 most recent available CBEDS data, who have not received training
15 pursuant to either this article or Article 2 (commencing with
16 Section 99220).

17 (2) The number of mathematics, English, science, and social
18 science teachers as specified in paragraphs (3) to (6), inclusive, of
19 Section 99233 that were reported in the most recent available
20 CBEDS data, who have not received training pursuant to either
21 this article or Article 2 (commencing with Section 99220).

22 (e) The Superintendent of Public Instruction shall allocate
23 funding appropriated for the purposes of this article in the
24 following order of priority:

25 (1) Two thousand five hundred dollars (\$2,500) for each
26 qualifying teacher who was provided training pursuant to
27 subdivision (a) in the prior year for whom the local educational
28 agency did not receive funding due to insufficient availability of
29 funds in the prior fiscal year.

30 (2) Two thousand five hundred dollars (\$2,500) for each
31 qualifying teacher who was provided training pursuant to this
32 article, subject to the limitations in subdivision (d).

33 (3) Five hundred dollars (\$500) for each qualifying teacher for
34 each qualifying program as specified in Article 2 (commencing
35 with Section 99220) who successfully completes mathematics or
36 reading standards training, or both, at a California Professional
37 Development Institute authorized pursuant to Article 2
38 (commencing with Section 99220) in the 2001–02 fiscal year to
39 the 2004–05 fiscal year, inclusive, using funds received pursuant
40 to Article 2 (commencing with Section 99220), and has had

~~specific approved training on the mathematics or reading instructional materials selected for use in the school.~~

~~(4) Five hundred dollars (\$500) for each qualifying teacher in each qualifying program pursuant to Article 2 (commencing with Section 99220) who successfully completed mathematics or reading standards training, or both, at a California Professional Development Institute authorized pursuant to Article 2 (commencing with Section 99220) in the 1999-2000 or 2000-01 fiscal year, using funds received pursuant to Article 2 (commencing with Section 99220), and has had specific approved training on the mathematics or English language arts instructional materials selected for use in the school.~~

~~(5) Two thousand five hundred dollars (\$2,500) for each qualifying teacher who was provided training pursuant to this article in excess of limitations in subdivision (d).~~

~~(f) For purposes of this article, qualifying teachers who, in the 2000-01 fiscal year, received training at a California Professional Development Institute authorized pursuant to Article 2 (commencing with Section 99220) that was paid for by a local educational agency using funds that were not received pursuant to Article 2 (commencing with Section 99220) shall be deemed to have received training in the 2001-02 fiscal year. A local educational agency shall receive funding for these qualifying teachers in accordance with paragraph (2) of subdivision (e).~~

~~(g) Except as provided in subdivision (f) of Section 99237, funding may not be provided to a local educational agency until the State Board of Education approves the agency's certified assurance submitted pursuant to Section 99237.~~

~~(h) Of the funding a local educational agency is eligible to receive pursuant to this section for each eligible teacher, 50 percent shall be awarded following the provision of 40 hours of professional development as specified in subdivision (b) of Section 99237, with the remaining funding to be awarded following certification of the provision of the 80 hours of followup instruction as specified in subdivision (b) of Section 99237.~~

~~(i) Except as provided in paragraphs (3) and (4) of subdivision (e), a local educational agency may not receive funds pursuant to this article for teachers who receive training pursuant to Article 2 (commencing with Section 99220) using funding provided pursuant to Article 2 (commencing with Section 99220).~~

1 (c) A paraprofessional who satisfactorily completes training
2 pursuant to this article shall receive a stipend of not more than five
3 hundred dollars (\$500).

4 ~~SEC. 40.~~

5 ~~SEC. 38.~~ Section 99234.5 of the Education Code is repealed.

6 ~~SEC. 41.~~ Section 99235 of the Education Code is repealed.

7 ~~SEC. 39.~~ Section 99235 of the Education Code is repealed.

8 ~~99235.~~ (a) ~~The Superintendent of Public Instruction shall~~
9 ~~notify local educational agencies that they are eligible to receive~~
10 ~~funding to provide instructional aides and paraprofessionals who~~
11 ~~directly assist with classroom instruction in mathematics and~~
12 ~~reading with professional development training in mathematics~~
13 ~~and reading, in an amount equal to one thousand dollars (\$1,000)~~
14 ~~per qualifying instructional aide. Funding will be provided to local~~
15 ~~educational agencies on a first-come, first-serve basis. A local~~
16 ~~educational agency that chooses to participate in the program is~~
17 ~~eligible to receive funding for no greater than the percentage~~
18 ~~calculated in accordance with provisions of an item of~~
19 ~~appropriation in the annual Budget Act for its instructional aides~~
20 ~~and paraprofessionals. However, the statewide total number of~~
21 ~~instructional aides and paraprofessionals who directly assist with~~
22 ~~classroom instruction in mathematics and reading served under~~
23 ~~this program may not exceed 9,600 over the two fiscal years.~~

24 ~~(b) Of the incentive provided pursuant to subdivision (a), a~~
25 ~~local educational agency may use not more than five hundred~~
26 ~~dollars (\$500) of the per instructional aide and paraprofessionals~~
27 ~~who directly assist with classroom instruction in mathematics and~~
28 ~~reading amount to provide an individual instructional aid stipend.~~

29 ~~SEC. 42.~~

30 ~~SEC. 40.~~ Section 99236 of the Education Code is amended to
31 read:

32 99236. The State Board of Education shall authorize the
33 Superintendent of Public Instruction to design, and the board shall
34 approve, regulations for the implementation and monitoring of the
35 program.

36 ~~SEC. 43.~~

37 ~~SEC. 41.~~ Section 99237 of the Education Code is amended to
38 read:

39 99237. (a) Except as provided in subdivision (f), as a
40 condition of receipt of funds from the professional development

1 block grant made available pursuant to the Teacher Support and
2 Development Act of ~~2002~~ 2005 (Chapter 3.8 (commencing with
3 Section 44790)), a local education agency shall submit a certified
4 assurance signed by the appropriate agency official and approved
5 in a public session by the governing body of the agency to the State
6 Board of Education that contains its proposal to satisfy the
7 following:

8 (1) It contracted with a provider whose training curriculum was
9 approved by the State Board of Education or the local education
10 agency's training curriculum was approved by the State Board of
11 Education. Approval by the State Board of Education of the
12 training curriculum shall be based on the criteria contained in
13 paragraph (4) and in subdivision (b).

14 (2) It or the provider with whom it contracted provided
15 professional development training focused primarily on the
16 following:

17 (A) The use of instructional materials that will be used by
18 pupils and are aligned to the English-language arts and
19 mathematics content standards adopted by the State Board of
20 Education pursuant to Section 60605.

21 (B) The English-language arts and mathematics content
22 standards adopted by the State Board of Education pursuant to
23 Section 60605.

24 (C) The curriculum frameworks adopted by the State Board of
25 Education for these subjects.

26 (3) (A) It provides each pupil with instructional materials that
27 are aligned to the state content standards in reading and
28 mathematics no later than the first day of the first school term that
29 commences 12 months or less after those materials are adopted by
30 the State Board of Education in the case of instructional materials
31 for grades 1 to 8, inclusive, or by the governing board of the school
32 district in the case of instructional materials for grades 9 to 12,
33 inclusive.

34 (B) For local education agencies that are piloting or evaluating
35 instructional materials that are aligned to the state content
36 standards in English-language arts or mathematics, those
37 materials shall be provided to each pupil no later than the first day
38 of the first school term that commences 24 months or less after
39 those materials were adopted by the State Board of Education in
40 the case of instructional materials for grades 1 to 8, inclusive, or

1 by the governing board of the school district in the case of
2 instructional materials for grades 9 to 12, inclusive.

3 (C) For each teacher, in each core area for which funding is
4 provided pursuant to a professional development block grant and
5 for which there are not standards aligned textbooks for each pupil,
6 as determined through an audit, the Superintendent of Public
7 Instruction, on a one-time basis, shall withhold from the local
8 education agency's next monthly principal apportionment
9 payment an amount equal to one hundred dollars (\$100) for each
10 of those pupils. The funds withheld are deemed to be an offset
11 against the training funds provided pursuant to this article.

12 (4) It provides in-house professional development that focuses
13 primarily on the following:

14 (A) The use of instructional materials that will be used by
15 pupils and are aligned to the English-language arts and
16 mathematics content standards adopted by the State Board of
17 Education pursuant to Section 60605.

18 (B) The English-language arts and mathematics content
19 standards adopted by the State Board of Education pursuant to
20 Section 60605.

21 (C) The curriculum frameworks adopted by the State Board of
22 Education for these subjects.

23 (5) It provides the data elements required pursuant to Section
24 99240.

25 (b) As an additional condition of receipt of professional
26 development block grant funds, a local education agency shall
27 certify that:

28 (1) Forty hours of professional development and 80 hours of
29 followup instruction, coaching, or additional schoolsite
30 assistance, in mathematics or reading, as appropriate, was
31 provided to teachers who meet the criteria specified in paragraphs
32 (1) and (2) of subdivision (a) of Section 99233.

33 (2) Forty hours of professional development in reading and an
34 average of 80 hours of followup instruction, coaching, or
35 additional schoolsite assistance was provided to teachers who
36 meet the criteria specified in paragraphs (3) and (4) of Section
37 99233, and 40 hours of professional development in mathematics
38 and an average of 80 hours of followup instruction, coaching, or
39 additional schoolsite assistance was provided to teachers who

1 meet the criteria specified in paragraphs (5) and (6) of subdivision
2 (a) of Section 99233.

3 (c) If, as the result of a program audit, it is found that the
4 training provided by the local education agency or the provider
5 with whom it contracted did not meet the requirements of
6 paragraph (4) of subdivision (a), the Superintendent of Public
7 Instruction shall withhold from the local education agency's next
8 monthly principal apportionment payment an amount equal to the
9 amount of funding associated with the training that was not aligned
10 to state standards and curriculum frameworks.

11 (d) A local education agency may contract with one or more of
12 the California Professional Development Institutes authorized
13 pursuant to Article 2 (commencing with Section 99220) if the
14 training provided by the institute meets the criteria of paragraph
15 (2) of subdivision (a) and subdivision (b), and has been approved
16 by the University of California.

17 (e) The State Board of Education shall establish a procedure
18 and criteria for local educational agencies to appeal to the board
19 the findings of an audit conducted pursuant to this article.

20 (f) It is the intent of the Legislature that audits referenced in
21 subdivision (c) be conducted as part of a compliance audit
22 performed in accordance with Sections 14503, 14508, and 41020.

